

Term Information

Effective Term Spring 2023
Previous Value Spring 2020

Course Change Information

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

Updating to the new GE under REGD

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

The course takes an intersectional approach by analyzing how understandings of race, ethnicity, and gender interact. As students read the assigned short stories, they will engage with global and local constructions of race, caste, ethnicity, and gender and consider how fictional texts both reflect and reimagine these social constructs.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area 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 1125
Course Title Stories of Belonging and Difference in the Middle East and South Asia
Previous Value *Stories of the Middle East and South Asia*
Transcript Abbreviation M.E. & S.A Stories
Course Description This course will read and analyze a variety of short stories to illuminate different cultures of the Middle East and South Asia. The goal of the course is to introduce students to diverse cultures through literature. Students will become familiar with a variety of literary representations, social structures and religious, ethnic and racial diversity after the completion of this course.
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, Lima, Mansfield, Marion, Newark, Wooster
Previous Value [Columbus](#)

Prerequisites and Exclusions

Prerequisites/Corequisites None
Previous Value
Exclusions None
Previous Value
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 16.1199
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore

Requirement/Elective Designation

General Education course:
Literature; Global Studies (International Issues successors); Race, Ethnicity and Gender Diversity

Previous Value

General Education course:
Literature; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- Students will read, analyze, interpret and critique a variety of short stories from across the Middle East and South Asia.
- Students will become familiar with the different languages and cultures of these areas, including but not limited to: Arabic, Hebrew, Persian, Turkish, Hindi, and Urdu cultures.
- Students will discuss and write about these literary texts, students will reflect on the ways in which literature can bridge cultural differences as well as the limitations of such cultural exchanges.

COURSE CHANGE REQUEST
1125 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
02/17/2022

Content Topic List

- South Asia
 - Middle East
 - Culture
 - Identity
 - literary representations
 - social structures
 - religion
 - ethnicity
 - diversity
- No

Sought Concurrence

Attachments

- Syllabus NELC 1125 REGD.docx: Syllabus
(Syllabus. Owner: Blacker, Noah)
- GE-Foundations NELC 1125.pdf: GE Rationale Form
(GEC Model Curriculum Compliance Stmt. Owner: Blacker, Noah)
- Course proposal.docx: Proposal
(Other Supporting Documentation. Owner: Blacker, Noah)

Comments

- Updating to REGD *(by Blacker, Noah on 02/03/2022 03:33 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Blacker, Noah	02/03/2022 03:33 PM	Submitted for Approval
Approved	Levi, Scott Cameron	02/03/2022 04:24 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	02/17/2022 12:05 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	02/17/2022 12:05 PM	ASCCAO Approval

NELC 1125: Stories of Belonging and Difference in the Middle East and South Asia

3 credits

Meetings Days/Times: TBD

Location:

Instructors: Professor Naomi Brenner, Professor Ila Nagar, Professor Johanna Sellman

Contact Information:

Literature, even some of the shortest short stories, has the potential to open up new worlds. Literary texts can invite readers to travel across great distances of space and time; they can bring to life diverse characters and locations; they can offer intimate portraits of psychological and material challenges; they can bring to life fantasies and realities.

In this class, students will read a wide range of short stories in translation from the Middle East and South Asia, and examine constructions of race, caste, ethnicity, and gender. As we analyze how these constructions intersect and interact, we will explore how categories of discrimination and social hierarchies function in different societies and compare them to the American context. Studies will also have the chance to reflect on their own understandings of race, gender, and ethnicity, and consider how these social categories might manifest differently in different social contexts.

Course Learning Outcomes

After the completion of this course students will be able to:

1. Read, interpret, and analyze short literary texts from the Middle East and South Asia in their linguistic, literary, cultural, and social contexts.
2. Understand relationships between the modern short story form and pre-modern narrative genres and the implications of studying race, gender, and ethnicity through fictional narratives.
3. Evaluate how historical and social categories like race, caste, gender, and ethnicity interact with each other in the Middle East, South Asia, and the United States.
4. Discuss why and how categories like race, caste, gender, and ethnicity stay relevant and exert control in the Middle East, South Asia, and the United States on both individual and societal levels.
5. Describe the ways in which constructions of race, caste, gender, and ethnicity as represented in literary narratives influence lived experiences within the text and those of writers and readers.
6. Understand the concept of intersectionality in cross-cultural global contexts.

7. Reflect on how our own positionality influences our choices and interpretations. Students will be able to discuss how their own identities and social positions are a product of their positioning within race, caste, gender, and ethnicity spaces and how they impact reading and interpretation.

General Education

GE Categories (Foundations): Race, Ethnicity, and Gender Diversity and Literature, Visual, or Performing Arts

Race Ethnicity Gender Diversity Goals and ELOs

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems

ELO 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.

ELO 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.

ELO 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences.

ELO 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity

ELO 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities

ELO 2.2: Successful students are able to recognize how perceptions of difference shape one's own attitudes, beliefs, or behaviors

ELO 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others

How this course addresses these goals

Over the course of the semester, students will read short stories in translation that engage with historical and social constructions and intersections of race, ethnicity, caste, and gender in different cultural contexts across the Middle East and South Asia. We will take students' understandings of race, gender, ethnicity, and use them as a productive starting point for conversations about how different societies construct these categories for their communities and how literary texts reflect and reimagine these constructions, as they represent social difference and inequalities. As they read the assigned stories, submit weekly questions and answers, and explore topics in more depth in projects, students will examine global and local constructions of race, caste, ethnicity, and gender and focus on how social hierarchies and

discrimination function in different societies and how they interact with each other. As global readers, students will compare these texts to the American context as they reflect on their own attitudes and values in their encounters with diverse literary texts.

Literary, Visual, or Performing Arts Goals and ELOs

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

ELO 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.

ELO 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design.

ELO 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior

ELO 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

ELO 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.

ELO 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

How this course addresses these goals

Through the interpretation and analysis of short stories, students will understand cultural, social, economic, and political aspects of different regions of the Middle East and South Asia. They will become familiar with the different languages and cultures of these areas, including but not limited to: Arabic, Hebrew, Persian, Turkish, Hindi, and Urdu cultures. As global readers, students will reflect on their own attitudes and values in their encounters with different literary texts. As they discuss and write about these literary texts, students will reflect on the ways in which literature can bridge cultural differences as well as the limitations of such cultural exchanges, particularly with respect to constructions of categories and concepts of race, caste, ethnicity, and gender.

Course Materials

Required courses:

Singh, K and N. Kumar. *Our Favourite Indian Stories*. Mumbai: Jaico Publishing House

- Available for purchase online: [Amazon](#) (print and kindle edition; used copies available as well); [eBooks](#) (ebook); [Bookshop](#) (print).
- Please get a copy of the book by September 8, the first session that we'll be using this text.
- You are welcome to use a print or digital version of the text, but you should have easy access to it, since we will be using it frequently over the course of the semester. OSU Libraries is also ordering a copy that will be on course reserves.

Satrapı, Marjane. *Persepolis*. Pantheon. (any edition fine, just make sure you have the English translation)

- Available for purchase online: [Amazon](#) (used or new); [Bookshop](#)
- On course reserves at the Thompson Library
- It is not hard to find this graphic novel online but consider supporting the author if you can by buying a copy of this graphic novel.

All other readings, links, and resources will be available on the course website, Carmen. Please make sure that you have access to the class website and let me know immediately if you have trouble accessing either.

Course Requirements

Class Participation (15%)

- Complete assignments before class. Make sure to pace yourself so that you have time to read and think about the stories. Be an active reader! Take notes, record details, mark interesting moments in the text, scribble down questions to ask in class.
- Participate in class discussions and in-class groups. Come to class prepared to be an active participant: ready to talk about the readings, to consider different viewpoints and to ask questions. You will be graded on how you engage the material and other students, not how much you know about the subject. We will do our best to make this class a comfortable space for discussion. We recognize, though, that not everyone feels comfortable participating in class, which is why there are several different ways in which to participate:
 - Ask questions, volunteer ideas, participate in large and small group discussions during class.
 - Ask questions or share ideas or interesting material relevant to the course outside of class, during office hours or via email.
- Grading:
 - If you put up your hand regularly and speak in an informed and succinct way in class and participate in group work = 100
 - If you speak occasionally in class, but demonstrate in other ways (groups, office hours) that you are engaged with the material and asking good questions = 95
 - If you never raise your hand and we have to call on you to involve you, but you have things to say when we do that = 80

- If you never participate in class, have nothing informed to add when called on and do not have anything to contribute to group assignments and discussions = 0
- If you raise your hand a lot and talk a lot, but do not think before you speak, or prevent others from speaking or expressing their opinions = 75

Question of the Week (10%)

- Once each week (first meeting of the week) students will prepare a good, substantive question to class and submit it on Carmen **before** class begins. Questions should be about the story that is assigned for the day. Be prepared to discuss your question with your classmates on the day it is due. We will practice how to write a good question in class during week 1.
- Students may skip two "questions of the day" without penalty.

Response of the Week (15%)

- Once each week (second meeting of the week), students will respond to question posted on Carmen **before** class begins. Responses should be 200-250 words and make reference to both readings from that week. We will discuss good responses in class during week 1
- Students may skip two "responses of the week" without penalty.

Projects (30%)

- There will be 2 projects over the course of the semester:
 - Project 1. (15%) Rewrite one of the stories from a different perspective (gender, ethnicity, race), with personal reflection
 - Project 2. Screenplay or Comic: students will adapt one short story as a screenplay or comic/graphic novel, with personal reflection (15%)
- Further details will be provided in class and on Carmen.

Exams (30%)

- Exam 1 will take place in the middle of the semester. It will focus on the material covered over the course of the first half of the semester. (15%)
- Exam 2 will take place during the university assigned final exam period, see the schedule below. It will focus on the material covered over the course of the second half of the semester. (15%)

Final grades will be calculated as follows:

Participation	15%
Question of the Week	10%
Response of the Week	15%
Projects	30%
Exams	30%

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)

Course Policies

Absences: To do well in this class, you need to attend class sessions unless there are circumstances that make it impossible. If you miss class, you are responsible for all material. Make sure you have the contact information (email, phone number) 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 if you have to miss more than one class in a row, please let us know via email what's going on, so that we can make arrangements for you to make up participation points. **Keep in mind that participation is 15% of your overall grade – if you aren't in class, your participation grade will suffer.**

In Class: Please do not use laptops, tablets or phones in class, unless it is an active part of class activities. We realize that some people like to take notes on the computer, but multiple studies have shown that laptops are more disruptive and distracting than helpful in classes based on discussion. If you have special circumstances that make using a laptop necessary, please speak to us and we'll find a suitable arrangement. Using a phone in any way during class, and especially during film screenings, will result in an automatic 0 for that session's Participation grade. If you need to communicate with someone, step outside of the room for a minute and return when you're done.

Fairness and Honesty: We expect students to complete all assignments, projects and exams with fairness and honesty. Plagiarism – the representation of someone else's words or ideas as one's own – is a very serious offense, and will result in serious consequences. By plagiarism, we mean failing to acknowledge someone else's work or ideas (word for word or paraphrasing), as well as cheating on quizzes and tests. All suspected cases of plagiarism will be reported 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.

We expect that all students have read and understand the university's [Code of Student Conduct](#) (studentconduct.osu.edu), 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 we recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

This is not to say that you cannot use other people's ideas, just that you must acknowledge your sources (orally or with footnotes) and try to build on those ideas (agree, disagree, modify, give your own examples). Please come and talk to us if you have any questions about this.

OSU has made Turnitin, a learning tool and plagiarism prevention system, available to instructors. For this class, you will submit your written work to Turnitin from Carmen. When grading your work, we will interpret the originality report, following Section A of OSU's Code of Conduct (plagiarism) as appropriate. Note that submitted papers become part of the OSU database.

Contact Us: Please come talk to either of us over the course of the semester if you have any problems or concerns, but also if you have questions or anything else that you'd like to talk about. It's great to have the opportunity to get to know you outside of class. Office hours are a good time to catch me, but you can also email me to set up an appointment to talk. For quick questions or concerns, email (include email address of primary instructor) is the best way to reach us. We will do our best to respond within 24 hours. We do not respond to emails on weekends.

Weekly Schedule

Week 1

Goal: Introductions and expectations for this semester

Reading 1: *Ramayanas* (excerpts in class)

Reading 2: *A Thousand and One Nights* (excerpts)

Question (for Response of the Week): Where do ideas about race, caste, gender, ethnicity, and class surface in these texts? What might they tell us about the people who recite and listen to these stories?

Week 2

Goal: Understanding intersectionality as a concept and the ways in which it functions as an approach to the analysis of literature and global cultures. Consider how Middle Eastern and South Asian cultures might complicate or challenge approaches to intersectionality.

Reading 1: Kimberlé Crenshaw, "[The Urgency of Intersectionality](#)"

Reading 2: Excerpts from *Dangal* (Hindi film 2016, available on Netflix)

Question: Pick a story (can be from a text, film, etc) that you have enjoyed. Explain how an intersectional approach might help us better understand one or more of the characters in this story.

Week 3

Goal: Identify the social, class, and religious influences on the gender roles within family structures in Egypt and Turkey.

Reading 1: Fawzi Abdel Kaderel-Milady, "The Night of the Festival"

Reading 2: [Orhan Pamuk, "Distant Relations"](#)

Question: How do you think the gender roles as represented in these narratives compare with gender roles your own lived experiences?

Week 4

Goal: Examine how perceptions of race and identity can change across geographic boundaries and social spaces, and the ethical implications of race and identity.

Reading 1: Aharon Megged, "The Name"

Reading 2: Gauri Deshpande, "The Debt"

Question: What perceptions of difference are evident among characters with respect to race and ethnicity in these stories? Consider how generational perceptions of difference affect individual choices in your own experience and as represented in these stories. Should the older generation continue to control social conventions? At what point should the younger generation reject their elders?

Week 5

Goal: Analyze how cultural constructions of gender, sexuality, class, and ethnicity interact with people's lived experiences in India and Israel/Palestine.

Reading 1: Kamala Das, "The Flight"; short film "Juice"

Reading 2: Sayed Kashua, "Cinderella"

Question: How do the protagonists in these stories navigate the social constraints of class, gender, and ethnicity?

Week 6

Goal: Understanding how people of different faiths in the Middle East and South Asia live in close contact with each other and interact with different belief systems, castes, and socioeconomic classes.

Reading 1: Atul Chandra, "Of Cows and Love"

Reading 2: Excerpt from Zeina Abirached, "I Remember Beirut"

Question: How does the experience of being a minority (based on caste, class, and/or religion) in a given power system influence both actions and attitudes?

Week 7

Goal: Examine the social power of religious symbols - specifically the hijab - as they relate to gender, race, and ethnicity in Muslim and non-Muslim spaces.

Reading 1: Laila Lalami, "How I Became My Mother's Daughter" from *Dinarzad's Children*

Reading 2: Sabyn Javeri, "Coach Annie"

Question: How do we interact with religious clothing or religious artifacts as we encounter them in public spaces? To what degree are those interactions dependent on perceptions of gender, ethnicity, or race?

Week 8

Goal: Exploring how birds as characters and metaphors are used to broach issues of ethnic conflict, violence, and social status in India and Lebanon.

Reading 1: Manoj Kumar Goswami, "The Vulture"

Reading 2: Rawi Hage, "Bird Nation"

Question: How do the conflicts in Assam, India speak to political, ethnic and social hierarchies in the broader context of India? How do the conflicts in Beirut speak to political, ethnic and social hierarchies in the broader context of Lebanon?

Week 9

Goal: Understanding how power hierarchies in Turkish and Palestinian societies rely on categories of gender and ethnicity, and how these interact with national identity. Reflection on the social and ethical implications of politically-charged narratives.

Reading 1: Randa Jarrar, "Testimony of Malik, Prisoner #287690"

Reading 2: Selahattin Dermirtas, "The Man Inside"

Question: Who is an 'insider' in these stories? Who is an 'outsider'? To what degree do categories of gender, ethnicity, and national identity align with who is an insider and who is an outsider? What are the implications (political, social, ethical) of these distinctions?

Week 10

Goal: Examining gender and ethnicity in the context of the Islamic Revolution in Iran and in the visual media of a graphic novel.

Reading 1: excerpts from *Persepolis*

Reading 2: excerpts from *Persepolis*

Question: How does Marjane's lived experience of the veil represent her coming of age as an Iranian woman in the power struggles of the 1970s-1980s?

Week 11

Goal: Exploring race, gender, and ethnicity in politically-engaged comic books from the Middle East and South Asia.

Reading 1: exploration and browsing at Billy Ireland Cartoon Library

Reading 2: exploration and browsing at Billy Ireland Cartoon Library

Question: How do visual representations of the lived experiences of race, gender, and ethnicity influence our perceptions of the societies and conflicts that are being represented?

Week 12

Goal: Understanding how significant and polarizing historical moments (Arab Spring in 2011, Partition of India in 1948) can transform how we read fictional texts, construct ethnic identities, and shape lived experiences.

Reading 1: [Hamdy El-Gazzar, "A Short Story about an Angel"](#)

Reading 2: A.G. Athar, "The Enemy"

Question: How does an understanding of the ethnic, political, and social contexts of these stories change our interpretations of these stories and the lived experiences of the characters within them?

Week 13

Goal: Discuss how gender, religious, indigenous and caste-based identities, and national identities can come in conflict in a violent way in northeast India and Iraq.

Reading 1: Mahashweta Devi "Draupadi"

Reading 2: Hassan Blasim, "The Iraqi Christ"

Question: These are stories that can be difficult to read because of the violence that is central to them. How might these stories illuminate lived experiences that are painful for both characters and readers?

Week 14

Goal: Analyzing the ways in which categories of difference (race, caste, ethnicity, and gender) are reshaped for diasporic Middle Eastern and South Asian communities.

Reading 1: Kishori Charan Das, "Death of an Indian"

Reading 2: Reyhaneh Rajabzadeh and Shokoofeh Rajabzadeh, "A Family Feast with Empty Seats" "The American Flag We Couldn't Remove"

Question: How does living in the diaspora alter experiences of race, caste, ethnicity, and gender-based norms in these stories?

Week 15

Reflections, conclusions, student project presentations

Accessibility

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

Disability Services Contact Information

- Phone: 614-292-3307
- Website: slds.osu.edu
- Email: slds@osu.edu

- In person: Baker Hall 098, 113 W. 12th Avenue

Accessibility of Course Technology

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

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

Other Course Policies

Copyright for instructional materials

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.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as

age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

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 Greenville and the forced removal of tribes through the Indian Removal Act of 1830. 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>

Your mental health

As a student you may experience a range of issues that can cause barriers to learn, 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. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, on-demand resources are available at go.osu.edu/ccsondemand. You can reach an on-call counselor when CCS is closed at 614- 292-5766, and 24-hour emergency help is also available through the 24/7 National Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title: Stories of Belonging and Difference in the Middle East and South Asia

Description of proposed work and nature of the course:

I. Course type

A 3-credit foundations course for the Race, Gender, and Ethnic Diversity category.

II. Instructor and Academic Unit Involved

This course will be team-taught by Associate Professor Naomi Brenner, Associate Professor Ila Nagar, and Assistant Professor Johanna Sellman. All three faculty members are part of the Department of Near Eastern Languages and Cultures and they bring very different geographic, linguistic, cultural and disciplinary areas of expertise to this course.

Naomi Brenner focuses on the comparative study of literature and cultures. Her research examines Jewish literary multilingualism and the transnational circulation of fiction. Brenner has extensive experience studying and teaching the literatures, cultures, religions and films of the Middle East, both past and present.

Ila Nagar is an Associate Professor of Hindi and South Asian Cultures at the Department of Near Eastern Languages and Cultures. She is an interdisciplinary scholar who works on sociolinguistic theory, linguistic anthropology, ethnography, postcolonial studies, and South Asia studies. Nagar has extensive experience teaching courses on linguistics, South Asian cultures, and lived experiences.

Johanna Sellman is an Assistant Professor of Arabic Literature Cultures at the Department of Near Eastern Languages and Cultures. She is an expert on contemporary Arabic and francophone literature, migration literature, gender studies, visual cultures of North Africa and the Middle East, and Arabic literature and theater in the Nordic Countries.

III. Initial thoughts on the substantive nature of the course

After the completion of this course students will be able to:

The course could be cross listed with the Department of Comparative Studies.

IV. Amount requested

We request \$2,000 for Professor Brenner, \$2,000 for Professor Nagar, and \$2,000 for Professor Sellman. The combined total would be \$6,000.

The amount is requested to facilitate the creation of an ambitious, integrative general education course that will appeal to OSU students from a variety of fields and colleges.

GE Foundation Courses

Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

Accessibility

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GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.

Course Subject & Number: _____

B. Specific Goals of Race, Ethnicity, and Gender Diversity

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape lived experiences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize and compare a range of lived experiences of race, gender, and ethnicity.

Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: _____

B. Specific Goals of Social and Behavioral Sciences

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GOAL 2: Successful students will recognize the implications of social and behavioral scientific findings and their potential impacts.

Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GE Rationale: Foundations: Historical or Cultural Studies (3 credits)

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: _____

B. Specific Goals of Historical *or* Cultural Studies

Historical Studies (A) Goal: Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

Expected Learning Outcome 1.1A: Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2A: Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression. Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

GE Rationale: Foundations: Writing and Information Literacy (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: _____

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

B. Specific Goals

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

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

GE Rationale: Foundations: Natural Science (4 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: _____

B. Specific Goals for Natural Sciences

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods. Please link this ELO to the course goals and topics and indicate specific activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data. Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: _____

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations. Please link this ELO to the course goals and topics and indicate *specific* activities/ assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course Subject & Number: _____

Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)