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## Term Information

Effective Term Spring 2023

## 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 3025  
Course Title Citizenship and Diaspora: Living in Between Countries and Cultures  
Transcript Abbreviation Citizen&Diaspora  
Course Description This course examines histories, lived experiences, and artistic representations of citizenship and diaspora. Over the course of the semester, we will focus on South Asia, specifically India/Pakistan, and the Middle East, specifically Israel/Palestine, two societies in which citizenship and diaspora have been particularly significant and complex, as well as diasporic communities in the US.  
Semester Credit Hours/Units Fixed: 4

## 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

## Prerequisites and Exclusions

Prerequisites/Corequisites n/a  
Exclusions Not open to students with credit for NELC 3025  
Electronically Enforced No

## Cross-Listings

Cross-Listings Cross-listed in NELC

## Subject/CIP Code

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

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## Requirement/Elective Designation

Citizenship for a Diverse and Just World

## Course Details

### **Course goals or learning objectives/outcomes**

- Describe and analyze what constitutes citizenship and diaspora in different global contexts, both in premodern and modern times.
- Reflect on the boundaries of citizenship and the possibilities and challenges of being a citizen of more than one nation.
- Analyze the political, social, and cultural power of belonging, inclusion and exclusion as expressed in different forms of media, narrative, and discourse.
- Examine how their own sense of belonging in their communities reflects on their lived experiences of their own realities and their assessment of other cultures and other people.
- Discuss the ways in which diaspora radically shifts historically and socially constructed ideas of identity and citizenship in the United States, South Asia, and the Middle East
- Pursue their own interests in citizenship and diaspora by researching, comparing, and presenting their work on an additional diasporic community
- Examine the categories of difference that develop within diasporic communities and between diasporic communities and the societies in which they live.

### **Content Topic List**

- Diaspora
- Belonging
- South Asia
- Citizenship
- Middle East
- Diasporic Communities

### **Sought Concurrence**

No

## Attachments

- Citizenship and diaspora syllabus - May 2022.docx: Syllabus  
*(Syllabus. Owner: Blacker, Noah)*
- Citizenship and Diaspora - interdisciplinary-team-taught-inventory.pdf: Interdisciplinary Team Taught Form  
*(GEC Model Curriculum Compliance Stmt. Owner: Blacker, Noah)*
- Citizenship and Diaspora - Citizenship documentations.pdf: Citizenship GE Form  
*(GEC Model Curriculum Compliance Stmt. Owner: Blacker, Noah)*
- Screen Shot 2022-07-05 at 7.01.14 AM.png: OAA Exception  
*(Other Supporting Documentation. Owner: Blacker, Noah)*

**COURSE REQUEST**  
3025 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
09/08/2022

**Comments**

- New Course - Cross Listed with NELC 3025  
Updated with 4 Credit Hours, CIP, and OAA Exception *(by Blacker, Noah on 07/05/2022 08:39 AM)*
- - This appears to be 4 credit course, right? Please adjust form.
  - Cross-listed courses need to have same CIP
  - A reminder that per OAA cross-listing should not appear inside the same dept. If courses are approved, you would need to request an exception from OAA. *(by Vankeerbergen, Bernadette Chantal on 06/17/2022 11:41 AM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Blacker, Noah	06/01/2022 11:19 AM	Submitted for Approval
Approved	Levi, Scott Cameron	06/01/2022 11:40 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	06/17/2022 11:57 AM	College Approval
Submitted	Blacker, Noah	07/05/2022 08:40 AM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	07/26/2022 04:14 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2022 10:53 AM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/08/2022 10:53 AM	ASCCAO Approval

**NELC/SASIA 3025**  
**Citizenship and Diaspora: Living in Between Countries and Cultures**

**Meetings Days/Times: Monday and Wednesday, 11.30-1.35pm (125 minutes of class time per day with a 15 minute break)**

**Location: TBD**

**Instructors: Professor Naomi Brenner, Professor Ila Nagar**

**Office hours:**

**Naomi Brenner: TBD**

**Ila Nagar: TBD**

**Course description**

This is a high-impact, multidisciplinary, integrative, team-taught course that examines histories, lived experiences, and artistic representations of citizenship and diaspora. Over the course of the semester, we will focus on South Asia, specifically India/Pakistan, and the Middle East, specifically Israel/Palestine, two societies in which citizenship and diaspora have been particularly significant and complex. We will also examine these diasporic communities in the United States. What might it mean in political, social, and cultural terms to hold citizenship in more than one country? What are the implications of moving from one country to the next, as a citizen or as a non-citizen?

As we examine both citizenship and diaspora, we will work together to reflect on what it means to belong to—or to be excluded from—a particular place, nation, and society. We will also focus on some of the spaces that are in-between countries and citizenship, particularly with reference to South Asian and Middle Eastern spaces and cultures. Working closely with the two professors, students will also develop their own projects related to a diasporic community and share their nuanced understanding of the challenges of global citizenship and diaspora at the end of the semester.

This is an integrative course taught by two OSU faculty members who will address complex topics related to different societies and different disciplines. Together, we will explore a variety of perspectives on global citizenship and diaspora and reflect on how these concepts and lived experiences of citizenship and diaspora relate to our own communities and societies. Both Professor Nagar and Professor Brenner will take part in every class session and will serve as resources on specific matters pertaining to their areas of expertise in South Asian and Middle Eastern cultures. Students will also benefit from the literary, linguistic, anthropological, and cultural perspectives of both professors, and will have opportunities to pursue their own interests in these and related fields over the course of the semester.

**Course Learning Outcomes**

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

1. Describe and analyze what constitutes citizenship and diaspora in different global contexts, both in premodern and modern times.
2. Reflect on the boundaries of citizenship and the possibilities and challenges of being a citizen of more than one nation.
3. Analyze the political, social, and cultural power of belonging, inclusion and exclusion as expressed in different forms of media, narrative, and discourse.

4. Examine how their own sense of belonging in their communities reflects on their lived experiences of their own realities and their assessment of other cultures and other people.
5. Discuss the ways in which diaspora radically shifts historically and socially constructed ideas of identity and citizenship in the United States, South Asia, and the Middle East.
6. Pursue their own interests in citizenship and diaspora by researching, comparing, and presenting their work on an additional diasporic community.
7. Examine the categories of difference that develop within diasporic communities and between diasporic communities and the societies in which they live.

## **General Education**

GE Categories (Themes): Citizenship; Interdisciplinary Team-Taught Course

### **GE Theme Goals**

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

- ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
- ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

- ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

### **Citizenship GE Goals**

GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

- ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

- ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
- ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

**How the course fulfills these goals:** Students will learn at an advanced level how diaspora can frame, change, enhance, and challenge ideas of citizenship. The study of citizenship and diaspora will begin in the ancient world where students will learn what it meant to be a citizen and a diasporic population in ancient times. Their study of diaspora and citizenship will continue with the roles citizenship and diasporas play in new nations as well as the ways in which contemporary diasporas such as Jewish, Palestinian, Indian, and Pakistani communities in the United States interact with their status as minorities in the United States. Through an analysis of different aspects of citizenship and diaspora, students will understand the social, political, cultural, and linguistic stakes of being a member of a diasporic community and what this means in the context of citizenship in the modern world. Readings in the course emphasize the challenges and critical issues related to diasporas and citizenship. Through readings, assignments, and in class discussions, students will realize how our own perceptions of self and others relies on categories that we belong to, by choice or by necessity. Through in-class activities and individual projects, students will come to understand and evaluate their own positions within various social categories, hierarchies, and diasporas.

### **Course Materials**

Course materials will be made available on Carmen Canvas, either as PDFs or links to textual, visual, and audio sources. Please make sure that you have access to the class website and let us know immediately if you have trouble accessing it or any of the material on it.

Films will be available on Carmen as links or we will watch them in class.

### **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 10% 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. That is why students will take turns as note-taker for class sessions. Note-takers will have access to a laptop for the day's class. 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 be 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 us, but you can also email me to set up an appointment to talk. For quick questions or concerns, email 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.

### **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](http://slds.osu.edu)
- Email: [slds@osu.edu](mailto: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](http://go.osu.edu/canvas-accessibility) ([go.osu.edu/canvas-accessibility](http://go.osu.edu/canvas-accessibility))
- Streaming audio and video
- [CarmenZoom accessibility](http://go.osu.edu/zoom-accessibility) ([go.osu.edu/zoom-accessibility](http://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](mailto: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](https://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](https://suicidepreventionlifeline.org).

### **Course Requirements**

Final grades will be calculated as follows:

Class Participation	10%
Student Roundtables	5%
Weekly journal	35%
Reflection papers	15%
Research project	35%

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)

### **Class Participation (10%)**

- Complete assignments before class. Keep in mind that this is an advanced, four-credit class - there will be a lot of material you will need to prepare for each class session. Make sure to pace yourself so that you have time to read and think about the readings and viewings. Be an active reader and viewer! Take notes, record details, mark interesting moments in the text or film, 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 and viewings, 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:

- o Ask questions, volunteer ideas, participate in student roundtables, large and small group discussions during class.
- o Ask questions or share ideas or interesting material relevant to the course outside of class, during office hours, or via email.
- Grading:
  - o If you put up your hand regularly and speak in an informed and succinct way in class and participate in group work = 100
  - o 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
  - o 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
  - o 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
  - o 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
- Serve as class note-taker once each semester. For each class session, 1-2 students will take detailed, accessible notes on the day's main ideas, concepts, and discussions to share with the full class.
  - o Students will be able to choose which class session they will be responsible for (sign up at the beginning of the semester)
  - o Students will post their typed, organized, and spell-checked notes on Carmen, building a resource for all students to refer to over the course of the semester.

### **Student Roundtables (5%)**

Once per week, the first half of class will be dedicated to student roundtables. Modeled on roundtable sessions at academic conferences, 3-4 students will prepare brief reflections (no more than 2 minutes) on the week's materials and a discussion question. The professors will serve as moderators. After each student presents their reflection, we will use the discussion questions to launch a discussion with the full class.

- Students will present as part of one round-table over the course of the semester; they will be active participants in the other weekly roundtables.
- Sign-up for round-table presentations will take place during the first week of the semester.
- During Week 1, a roundtable of OSU faculty members will demonstrate how student roundtables will work, giving the class a better sense of how to prepare their reflections.

### **Weekly journal (35%)**

Journals are a way for students to reflect on each week's assigned material and to consider broader questions about citizenship and diaspora. They will serve as the basis for class discussions and will allow students and instructors to engage in productive conversations about the material.

- Each week, students will receive questions related to the assigned readings and viewings. They may choose to respond to these questions in their journal or to focus on other issues related to the week's materials if they prefer.
- Journals must be reflections and/or analyses of course material. Do not summarize!
- Journal entries need to be between 300-500 words each week. Examples will be provided during the first week of class.
- Journals are due before class on each Monday, submitted on Carmen. Even if you do not attend class on that day, you are still responsible for submitting your journal, unless you make special arrangements with the instructor.
- Late journals will not be accepted.

### **Reflection papers (15%)**

Reflection papers will be a way for students to step back and consider what they have learned in class over the course of the semester. Each Reflection paper should be between 500-750 words.

- *Paper 1*: Reflect on key ideas and topics of the first 5 weeks of the semester. Please incorporate specific concepts and ideas, interesting connections, or meaningful texts or media that were assigned for class or that you came across outside of class into your reflections. Due on Friday of week 5
- *Paper 2*: Reflect on key ideas and topics of the second 5 weeks of the semester. Please incorporate specific concepts and ideas, interesting connections, or meaningful texts or media that were assigned for class or that you came across outside of class into your reflections. Due on the Friday of week 10
- *Paper 3*: Reflect on your research project. Questions to consider: How does your final project compare with your original ideas? What was most difficult to find or understand about your topic? What surprised you as you worked on this project? What key ideas about your topic do you want to make sure anyone who reads/views/listens to your work understands? If you could expand your work on this topic, what would the next steps be? Due on the Friday of week 15

### **Research project (35%)**

The research project asks students to develop a project from conception to a public presentation that addresses a question about diasporas and citizenship. Students design, propose, develop, research, and present this project across the semester. The project will teach students about how to conduct original research using methods common in the humanities such as thinking about complex questions related to the human experience; finding ways to communicate that complexity; identifying strong research questions; doing archival research; searching for and assessing library resources; meeting and speaking with people in the community; presenting their work to different audiences; and developing writing practices that demonstrate clarity and readability with clear take-aways.

This is a six-part project, and each part relies on students building their skills as researchers, which will take place as they develop their projects and during in-class workshops.

**Part 1:** Students meet with one of the instructors to discuss project ideas. *During week 3*  
Each student will meet with one of the two instructors and discuss their interests and ideas for potential projects. Instructors will guide the students on how to proceed with their idea and consider its viability and potential for completion over the course of the semester. There will also be a class session in Thompson Library to help students research potential topics.

- Objective: Students learn how to ask research questions that are specific enough to be answered within a set time frame.

**Part 2:** Annotated bibliography of scholarship and related media sources. *Due during week 6*  
After identifying the question that the research project will answer, students research primary sources and academic scholarship on the topic that interests them. Students will also share their research questions in small groups for peer discussion during an in-class project workshop.

- Objective: Students can identify resources that are directly related to their topic, understand the difference between primary and secondary sources, and can brief descriptions and analysis of the scholarship and sources and properly cite sources.

**Part 3:** Project plan: Two-page, double-spaced project plan. *Due during week 9*  
Students submit a project plan which clearly states their research question, their hypothesis, their methods, relationship to existing research, and plan for research/data collection. There will also be an in-class workshop on effectively presenting ideas and research.

- Objective: Students will be able to organize and communicate complex ideas and information in a concise, orderly fashion.

**Part 4:** In-class presentation of work in progress. *Due during 12*

All students will present their research project to the class in a 2-3 minute presentation. The presentation will have four parts: the progress they have made, the argument they are proposing, how they are benefiting from or adding to existing research on the subject, and what they hope to find.

- Objective: Students can effectively present their research, argument, and plans to complete the project to their instructors and peers in an informative and engaging manner.

**Part 5:** Students will present their work in a public-facing and creative manner. Students can create a curated digital exhibit, a podcast, or a poster. If a student has an idea of presenting their work in a way that is not listed here, they are welcome to discuss their idea with the instructors. The public facing element of the project should be ready to launch during week 14.

- Objective: Students can share their research and conclusion with a broader audience, making it relevant, informative, and engaging.

**Part 6:** Students will submit a 7-10 page paper on the Friday of finals week. We will workshop effective writing and revising strategies in class during week 13. The final paper will be a written record of students' research and work over the course of the semester. The final paper should have at least five sections. These sections should be titled: Introduction, Methodology, Review of Existing Literature, Findings, Conclusion and Future Directions.

- Objective: Students can present their research in writing in a clear and readable form that reflects their research and critical thinking.

**Weekly schedule**

This schedule is subject to change over the course of the semester. Please see Carmen for the most up-to-date schedule.

Week 1

### **Citizenship and Diaspora**

Exploring different meanings of citizenship and diaspora in the context of two case studies.

Case study 1: Jewish diaspora in the modern era - French debate over emancipation of the Jews, 1790s

Read: Mendes-Flohr and Reinhartz, *The Jew in the Modern World*, 26-45, 123-125.

Case study 2: Indian diaspora in 18th century Afghanistan - The emergence and ethnic composition of Indian merchant diaspora.

Read: *The Indian Diaspora in Central Asia and Its Trade, 1550-1900*, 85-120.

**Journal prompt:** When you say you are a citizen of a country, what do you mean? What are the power imbalances inherent in the notion of citizenship?

Week 2

### **Citizenship and Diaspora in Antiquity**

Examining the history, politics, and lived experiences of diasporic communities in the ancient world

Read: Psalms 44, 67, 78, 137; Jacob R. Marcus, *The Jew in the Medieval World*, pp. 3-7

Read: Melvin Konner, *Unsettled: An Anthropology of Jews*, Introduction and Chapter 5, "Diaspora"

**Journal prompt:** Why were certain groups in the Roman Empire designated as second-class citizens? What might that suggest about majority and minority groups in this time period? Do you think that this concept of second-class citizenship is still present today?

Week 3

### **Partition and Citizenship**

Competing discourses: India as imagined by Gandhi and Nehru. India as imagined by the Hindu right

Read: Gandhi, Mohandas K. *Hind Swaraj and Other Writings*

Jawaharlal Nehru Chapter 1 from *The Discovery of India*

Selections from B.R. Ambedkar, *What the Congress has done for the Untouchables*.

Watch: Parts of the film *Gandhi* (1982)

**Journal prompt:** How does power as manifest in political leadership, majoritarian sentiments, and place and religion play into the lived experience of who gets to be a citizen of a nation? How does a Muslim who chooses to stay in India or a Hindu who chooses to stay in Pakistan experience their lives in the new nation? How do the citizens of the same country experience life differently in the country (think caste in India)

Week 4

### **Experiences of Partition**

*Special session at Thompson Library: research and research methods*

How do political events like partition shape concepts of citizenship and create diasporic communities?

Watch: Lived experiences, <https://www.1947partitionarchive.org/>

Read: Veena Das, The Figure of the Abducted Woman: The Citizen as Sexed. *Life and words*, 18-38, 59-79

*Kohl do* by Sadat Hasan Manto, parts of *Train to Pakistan* by Khushwant Singh

**Journal prompt:** The 1947 archive informs us about the lasting impact of violent movement of communities and people. How does the information you gathered from the archive change your perception of citizenship and nation building?

Week 5

### **Partition, War, and Citizenship**

History, politics, and discourses surrounding 1948 the creation of the state of Israel and the Nakba

Read: excerpts from *Side by Side*, both Israeli and Palestinian narratives of 1948, 72-133

Watch: [1948: Creation and Catastrophe](#)

Lived experiences, 1948. Choose at least one oral testimony on each of these sites:

Toward a Common Archive/Zochrot:

<https://youtube.com/user/towardcommonarchive>

Toldot Yisrael: <https://www.toldotyisrael.org/en/>

Nakba Archive: <https://vimeo.com/87956265> pw:Layla

**Journal prompt:** How do different groups within the conflict over Palestine in 1948 articulate their sense of belonging and ownership over the contested land? How do these groups react to competing claims of belonging and ownership?

Week 6

### **Experiences of War and Dislocation**

*In-class project workshop - research questions*

Read: *Land of the Sad Orange* by Ghassan Kanafani, *The Swimming Race* by Benjamin Tamuz

Watch: *Image of Victory* (Nesher, 2021)

**Journal prompt:** After the war of 1948, some residents of Palestine became citizens of the new state of Israel and others became refugees. Reflect on the experiences of both citizens and refugees: are there aspects of this tumultuous time that they share? How do they convey the power dynamics and emotions of 1948?

Week 7

### **Citizenship as Negating the Diaspora**

Exploring the vision for ideal citizens in Israel in the 1950s and 1960s and the ways in which Israeli society sought to erase diasporic identity

Read: Ben Herzog, "Presenting Ethnicity: Israeli Citizenship Discourse" and excerpts from Anat Helman, *Becoming Israeli: National Ideals and Everyday Life in the 1950s*.

Watch: excerpts from *Sallah Shabati* (1964) and *Turn Left at the End of the World* (2011)

**Journal prompts:** Why did formal and informal authority figures in Israel in the 1950s and 1960s compel immigrants to relinquish their connections to their countries of origin? What were the social and emotional costs of the dominant models for citizenship?

Week 8

### **Religion, language, and the creation of a nation**

Exploring the creation of Bangladesh which was conceived as East Pakistan. Religion and ethnicity collide to transform a young nation and the politics of India, Pakistan, and Bangladesh. How Bangladeshis were “good Muslims” and are now “invading”.

Read: Shrinath Raghavan. *1971: A Global History of the creation of Bangladesh*. 14-108  
Shelley Feldman. *Hindu as Other: State, Law, and Land Relations in Contemporary Bangladesh*. <https://doi.org/10.4000/samaj.4111>

**Journal prompt:** How was the creation of Bangladesh a question mark of creating a political state in the subcontinent based on religion? How did Bangla language and Bangladeshi ethnicity play into the moment of the creation of the state? How did the creation of the state of Bangladesh influence a sense of belonging for people of East Pakistan who were formerly part of the state of Pakistan?

Week 9

### Contemporary challenges – Israel/Palestine

How political debates in contemporary Israel/Palestine show major fault lines within society and among its citizens

Read: Israel’s Nation-State Law: [Law](#) (2018)

[Adalah petition](#) to Israeli Supreme Court - read “The Basic Premises of the Petition” (pp 4-8), “Article 1: Ethnic Supremacy and Control” (pp 9-15); “Who is a Citizen? Separate Tracks to Citizenship” (pp 16-19)

[Israeli Supreme Court ruling](#)

Watch: Clips on Carmen from Israeli elections, 2018-2021

**Journal prompt:** Given what you know about the establishment of Israel and its early decades, how has Israeli society and Israeli concepts of citizenship changed? How does the Israeli approach to citizenship and society compare with the United States and its approach to citizenship?

Week 10

### Contemporary challenges - India

*Project workshop - how to effectively present your research*

How do political debates in India interact with the members of the Indian diaspora in the United States? The current Prime Minister of India is a divisive figure and parts of the Indian diaspora in the United States provide monetary support to Narendra Modi as an important fundraising block. How does that play into debates about citizenship in India?

Read: Excerpts from speech by Prime Minister Narendra Modi in August 2020 in Ayodhya disputed temple site

Legalized Discrimination: India’s NRC (National Registry of Citizens) and CAA (Citizenship Amendment Act). [Berkeley Political Review](#)

Nepam, Binalakshmi, “[Manufacturing Citizenship](#): the Ongoing Movement Against Citizenship Amendment Bill in Northeast India,” *Rightsviews*, February 18, 2019

**Journal prompt:** Who gets to be called a citizen of a country? What are the various qualities/characteristics/histories that make someone a citizen? Who gets to decide? How can citizenship become a way to exert power on the underprivileged in India? In the United States?

Week 11

### **“Model minorities”: Indians in the U.S.**

Because of the easing of visa regulations in 1965, most people of Indian and South Asian diaspora are relatively recent immigrants and citizens. Many people of South Asian descent are also presented as a “model minority”. We will discuss the complexity of this label for South Asians as well as people in other minorities.

Read: Vijay Prasad. Of Antiracist Racism. *The Karma of Brown Folk*. 157-184.

Indian Americans: [The New Model Minority](#)

Viewing of Hari Kondabolu clip on South Asian Spelling Bee, available here:

<http://www.youtube.com/watch?v=NZPZ-9qmZkk>

**Journal Prompt:** What do people mean when they say that South Asians are a “model minority”? What are the effects – positive and negative – of this perception on the South Asian community and other racial and ethnic minorities in the United States?

### Week 12

#### **Diasporic materialities: language, food, clothing, spaces**

Examining how diasporic communities coalesce around and sustain material practices such as language, food, and clothing.

*Class presentations of research projects*

Read: Shalini Shankar. Being FOBulous on Multicultural Day. *Desi Land: Teen Culture, Class, and Success in Silicon Valley*. 119-142

Ari Ariel, “The Hummus Wars” *Gastronomica* 2012 (34-42)

Explore: [Museum of the Palestinian People](#) (Virtual Tour)

**Journal prompt:** How do objects, artifacts, and cultural markers such as a language, clothing, and food interact with issues of belonging, appropriation, citizenship, and lived experiences? Reflect on this question in intergenerational terms--is there a difference between an old woman wearing a saree at an international airport and a young man wearing a sherwani for a school dance? How might eating hummus be a statement of identity or politics?

### Week 13

#### **In-marriage/Intermarriage**

How relationships and marriage often sharpen perceptions of belonging and exclusion within and between diasporic groups, both in life and in fiction.

*Project workshop - effective writing and revision strategies*

Watch: *Over My Dead Body* (Navarro, 2020)

Watch: *Pardes* (1997)

Read: Shalini Shankar. Dating on the DL and Arranged Marriages. *Desi Land: Teen Culture, Class, and Success in Silicon Valley*. 167-193

**Journal prompt:** How can marriage and dating be used as a way to enforce a sense of diasporic cultures and belonging? How can it be used to reimagine boundaries of belonging?

### Week 14

#### **“Loyalty” and competing loyalties**

How individuals and communities navigate questions of belonging, inclusion and exclusion, citizenship and diaspora



Read: Ilan Zvi Baron “The Problem of Dual Loyalty” 1025-1044, Schoenfeld, “Dual Loyalty and the Israel Lobby” (excerpts)

Read: Judith Brown. Relating to the New Homeland, Relating to the Old Homeland. *Global South Asians*. 124-137, 149-170

Journal prompt: Can individuals and communities maintain political, social, and cultural connections to multiple countries? Are there ways in which continued links to a homeland interferes with life and citizenship in the United States? What are the benefits and the risks of holding multiple citizenships? Does belonging to multiple countries and homelands interfere with the concept of citizenship?

Week 15

**Wrapping Up: Between Citizenship and Diaspora**

Syllabus overview, reiteration of learning goals, brief discussion of how to effectively think about the material covered in this class in life settings

Student exhibit and presentation of final projects

# GE THEME COURSES

## Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeking approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

## General Expectations of All Themes

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

**Please briefly identify the ways in which this course represents an advanced study of the focal theme.** In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

**ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** 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 integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.**

**ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.**

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

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** 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

Specific Expectations of Courses in Citizenship

**GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.**

**ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** 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 examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.**

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of 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)

**2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

RE: OAA Exception for Internal Cross-Listing



Reed, Katie <reed.901@osu.edu>

Tuesday, June 28, 2022 at 4:38 PM

To: Blacker, Noah; Hilty, Michael; Cc: Guthrie, Emily J.

Noah,

This exception request is approved by OAA.

Please let me know if you need anything else.

Thanks,  
Katie

**From:** Blacker, Noah <blacker.12@osu.edu>  
**Sent:** Wednesday, June 22, 2022 7:38 AM  
**To:** Hilty, Michael <hilty.70@osu.edu>; Reed, Katie <reed.901@osu.edu>  
**Subject:** Re: OAA Exception for Internal Cross-Listing

Yes, NELC and SASIA prefixes.

Noah



**Noah Blacker, M.S.Ed.**  
Academic Program Coordinator  
College of Arts and Sciences Near Eastern and South Asian Languages and Cultures  
300F Hagerty Hall, 1775 College Rd, Columbus, OH 43210-1340  
614-292-9255 Office  
[blacker.12@osu.edu](mailto:blacker.12@osu.edu) / [nesa.osu.edu](http://nesa.osu.edu)  
Pronouns: he/him/his

*Buckeyes consider the environment before printing.*

**From:** Hilty, Michael <hilty.70@osu.edu>  
**Date:** Tuesday, June 21, 2022 at 4:34 PM  
**To:** Reed, Katie <reed.901@osu.edu>, Blacker, Noah <blacker.12@osu.edu>  
**Subject:** Re: OAA Exception for Internal Cross-Listing

Hi Katie,

I believe NELC and SASIA. Noah, is this correct?

Best,  
Michael

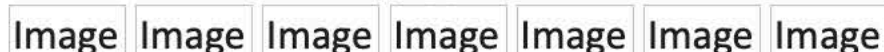


**Michael Hilty**  
Curriculum and Assessment Assistant  
ASC Curriculum and Assessment Services The College of Arts and Sciences  
306 Dulles Hall, 230 Annie and John Glenn Ave, Columbus, OH 43210  
614-247-6089 Office  
[hilty.70@osu.edu](mailto:hilty.70@osu.edu) / [ascas.osu.edu](http://ascas.osu.edu)  
Pronouns: he/him/his, they/them/theirs / Honorific: Mr.

*Buckeyes consider the environment before printing.*

**BLACK LIVES MATTER**  
**STOP AAPI HATE**

DACA/undocumented ally



*I acknowledge that 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. I honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.*