
Term Information

Effective Term Spring 2024

General Information

Course Bulletin Listing/Subject Area South Asia Studies
Fiscal Unit/Academic Org Near East S Asian Lang/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3635
Course Title South Asian (desi) Diaspora in the United States
Transcript Abbreviation S.Asian desi in US
Course Description This course is designed as a multi-disciplinary introduction to communities with South Asian heritage who live in the United States of America. The material for the class centers on the South Asian diaspora in the US. The class aims to teach students the connections between diasporas, identities, nationalism, citizenship, and if diasporic communities' have lived experiences that are unique.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes

- Describe and analyze perspectives on citizenship that are pertinent to South Asian diaspora in the United States
- Describe and analyze social categories that are relevant to understanding citizenship for diasporic communities generally and South Asian diaspora in the United States particularly
- Analyze elements that are common to citizenship across nations and show competence in discussing what it takes to be a global citizen
- Show an understanding of how diversity in South Asia interacts with citizenship and structures of power local to the United States
- Develop an understanding of how social hierarchies interact with the idea of citizenship and discuss how diversity in language, religion, caste, class, gender, and sexuality interact with citizenship for diasporic citizens
- Develop an understanding of the legal, social, and political elements of being a citizen of a country

Content Topic List

- History of South Asian Immigration
- South Asians as a "model minority" in the United States
- Living and being in the United States
- Race and the South Asian experience
- Religion, sexuality, and gender in South Asian Communities

Sought Concurrence

No

Attachments

- SASIA3635 Syllabus.pdf: Syllabus
(Syllabus. Owner: Carmichael, Phoebe Cullen)
- submission-doc-citizenship.pdf: GEN Theme
(GEC Model Curriculum Compliance Stmt. Owner: Carmichael, Phoebe Cullen)
- asc-distance-approval-cover-sheet-fillable.pdf: DL Approval Letter
(Other Supporting Documentation. Owner: Carmichael, Phoebe Cullen)

Comments

- No curriculum map needed- this course will only be used for the SASIA minor. *(by Carmichael, Phoebe Cullen on 08/17/2023 12:17 PM)*
- If this course will be able to count in any capacity (even as an elective) in one of your majors, please provide an updated curriculum map. *(by Vankeerbergen, Bernadette Chantal on 08/14/2023 09:32 AM)*

COURSE REQUEST
3635 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/01/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Carmichael, Phoebe Cullen	08/11/2023 12:41 PM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	08/14/2023 09:21 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	08/14/2023 09:32 AM	College Approval
Submitted	Carmichael, Phoebe Cullen	08/17/2023 12:17 PM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	08/17/2023 01:39 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/01/2023 12:29 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/01/2023 12:29 PM	ASCCAO Approval



Syllabus

SASIA 3635

Title of Course: South Asian (desi) Diaspora in the United States

Autumn 2023

3 Credit Hours

Online

Course overview

Instructor

- Name: Ila Nagar
- Email Address: nagar.5@osu.edu
- Phone Number: 614-247-6995
- Course Zoom Link
- Office Hours: M 10.30-12.30
 - Zoom Link

Note: My preferred method of contact is email.

Course description

This course is designed (for students in any field) as a multi-disciplinary introduction to communities with South Asian heritage who live in the United States of America. The material for the class centers on the South Asian diaspora in the United States. The class aims to teach students the connections between diasporas, identities, nationalism, citizenship, and if diasporic communities' have lived experiences that are unique. South Asia is comprised of India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka, Afghanistan, and the Maldives. This area of the world houses one-fifth of the world's population which speaks more than 4000 languages and is incredibly religiously diverse. While South Asians have been part of American life for more than a century, in recent years changes in world economics and immigration laws has led to waves of migrations from South Asia to the United States. In many instances, people from South Asia move to the United States to pursue better education and employment



opportunities but there is significant migration from poorer South Asian countries and communities due to human rights abuses.

Students will learn about the history of South Asian migration into the United States and also issues related to assimilation, identity, heritage, enculturation, discrimination, and multiculturalism. These themes will be explored through various lenses throughout the semester including gender, sexuality, class, language politics, religion, and race. The class considers each of these elements as essential to understanding citizenship and creating a more just world.

Course expected learning outcomes

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

1. Describe and analyze perspectives on citizenship that are pertinent to South Asian diaspora in the United States
2. Describe and analyze social categories that are relevant to understanding citizenship for diasporic communities generally and South Asian diaspora in the United States particularly
3. Analyze elements that are common to citizenship across nations and show competence in discussing what it takes to be a global citizen
4. Show an understanding of how diversity in South Asia interacts with citizenship and structures of power local to the United States
5. Develop an understanding of how social hierarchies interact with the idea of citizenship
6. Discuss how diversity in language, religion, caste, class, gender, and sexuality interact with citizenship for diasporic citizens
7. Develop an understanding of the legal, social, and political elements of being a citizen of a country

General education goals and expected learning outcomes

As part of the Citizenship Theme category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

- 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.

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.
 - 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

The class is built on understanding the South Asian diaspora as a keyword for citizenship in the United States. Through diverse readings that cover topics such as race and citizenship, history of citizenship, contemporary formations of elitism, as well as lived experiences of people in the South Asian diaspora, students will understand the social, political, global, and linguistic stakes in being a citizen of the United States of any country. By charting a history of the South Asian diaspora in the US, students also learn the perils of being the Other. Students will learn how diversity defines the diaspora but also how critical measures of change and progress such as democracy, women's rights, caste-based discrimination, LGBTQIA+ rights are silenced or amplified in the diaspora.

How this online course works

Mode of delivery

This course is 100% online asynchronously. You will be required to log in every week and complete the tasks associated with the module for each week.

Pace of online activities

This course is divided into weekly modules that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:



Participating in online activities

AT LEAST ONCE PER WEEK

You are expected to log in to the course in Carmen every week. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

Office hours and live sessions (optional)

All live, scheduled events for the course, including my office hours, are optional.

Course communication guidelines

[The following section should list expectations for how your students can expect to communicate with you and their peers, both in formal and informal communications. Lay out your expectations for respect, thoughtfulness, and style preferences in detail. The following suggestive sub-sections are included for your consideration, but should be altered, enhanced, or omitted as necessary.]

Writing style

- **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. Do not begin your emails to the instructor with “Yo,” write in text-speak, or the like; be reasonably professional. Informality (such as an occasional emoticon) is fine.
- **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. (For course materials, list at least the title and page numbers. For online sources, include a link.)
- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Conduct expectations:** Rules regarding basic classroom interaction remain fairly constant across all classes at the university, and we will maintain that decorum in this class even though we are not meeting in person. This course requires a commitment from all of us to maintain collegial, respectful spaces throughout. This also applies to communication about class or class-created groups outside of official platforms (for example, harassment of one of your small group colleagues on Twitter would still be a violation of our behavioral norms).



Course materials and technologies

Many of the readings for the class will be available on carmen but the class also requires students to read several chapters from content books. These are available at the OSU Library (library.osu.edu) as ebooks.

1. *The Namesake*, 2006, film by Mira Nair adapted from a novel by the same name by Jhumpa Lahiri. Available on Secure Media Library
2. *Pardes*, 1997, Bollywood film by Subhash Ghai. Available on Secure Media Library
3. Vijay Prashad (2000). *The Karma of Brown Folk*. University of Minnesota Press
4. Dhingra, Pawan (2012). *Life behind the Lobby: Indian American Motel Owners and the American Dream*. Stanford University Press
5. Brown, Judith (2006). *Global South Asians: Introducing the Modern Diaspora*. Cambridge University Press
6. Shankar, Shalini (2008). *Desi Land: Teen Culture, Class, and Success in Silicon Valley*. Duke University Press .
7. Shankar, Shalini (2019). *Beeline: What Spelling Bees Reveal About Generation Z's New Path to Success*. Basic Books.

Course technology

Technology support

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

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)



Required Equipment

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

Required software

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

Carmen Access

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

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

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you. The instructor does not provide tech assistance.

Grading and instructor response

How your grade is calculated



Assignment Category	Points and/or Percentage
Journal entries	30%
Reflection on readings	20%
Weekly participation	15%
Final project	35%
Total	100%

Description of major course assignments

Assignment format and schedule

While only two assignments have a group element, students will be assigned to a group in week 3 and will continue to work with the same group members throughout the term.

Journal entries

30% of total grade

Students will be required to write four journal entries in the course of the semester. The journal entries will be due during weeks 4, 8, and 12. The journal entries should be 500-1000 words long and should address two points. Each journal entry should combine the student's American experience (whatever it might be) with at least three readings from the preceding weeks. The goal of the journal entries is to develop a sense of self reflection and a way to analyze readings as well as student lived experiences in an academic setting.

Students will be asked to read the journal entries of their group mates and provide an affirming comment as well as a critique. Each individual group member should have their entries ready with ample time for their peers to read their work. I advise that you finish your individual part by weeks 3, 7, and 11 so you have a week to read your peer's work and comment.



Reflection on readings

20% of total grade

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

Reflections due during weeks 7 and 14

Weekly participation

15% of total grade

Students will respond to one or two prompts every week. These prompts will be based on class lectures and students will respond to lecture content, material discussed during the lectures, important points raised during lectures, and/or how material from any week is related to material from previous weeks.

Final project: Immigrant experience and citizenship

35% of total grade

The goal of this assignment is to encourage students to speak from the perspective of someone they are not. Students should address the structures, advantages, constraints, and challenges that immigrants face in the United States. Students will complete this assignment in groups of three and each group will meet with someone from the South Asian diaspora (that neither person in the group is related to) and write about their experience. This assignment will be discussed at length and students will begin work on this in week 4. Students and instructor will together come up with a series of questions to ask informants. The questions will be built on how citizenship translates for a diasporic community and what it means for members of diasporas. This assignment is also meant to teach students to ask good questions. This assignment will have three parts each of which will be done within the group.

Finish by week 5: Have an informant(s) who will help you finish this assignment.

Finish by week 8 and submit on carmen: List of questions you will ask the informant. Students will receive feedback on these questions by week 10.

Finish by week 13: A draft of the assignment that can be read by and commented on by a peer group

Submit final assignment during exam week.

Attendance policy



Students must finish all assignments on time. Please log into carmen and follow the class schedule each week.

Late assignments

Late assignments will not be accepted. If there is a life or medical emergency, please inform the instructor and an exception might be made on a case by case basis.

Grading Scale

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

Instructor feedback and response time

Grading and feedback

Students can expect feedback and grades within two weeks of submission.

Preferred contact method

I will respond to email within 24 hours if you write between Monday 8am to Friday 2pm. I do not check emails on the weekends.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM



determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

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

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

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 Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://mcc.osu.edu/about-us/land-acknowledgement>

Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely



fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Religious accommodations

Our inclusive environment allows for religious expression. Students requesting accommodations based on faith, religious or a spiritual belief system in regard to examinations, other academic requirements or absences, are required to provide the instructor with written notice of specific dates for which the student requests alternative accommodations at the earliest possible date. For more information about religious accommodations at Ohio State, visit odi.osu.edu/religious-accommodations.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

Weekly schedule

History of South Asian Immigration (Weeks 1-2)

Students learn about the history of immigration from South Asia in the United States. While most students see immigration from South Asia as a post 1965 occurrence, the first two weeks will inform students about the nature of early immigration into the United States. The first two weeks of the semester are meant to under the parameters of how South Asians began their journeys to the United States, what those journeys translated to, and how being a citizen is a relatively new concept. Students are also meant to understand the how race played into forming ideas about who gets to be a citizen of the United States.

Week 1

Readings:

Introduction to the course and the syllabus

“Of India, Of the Mysterious East, Of the Oriental Menagerie” Prashad. 1-46

Dark Caucasians: “The Hindoo Question”. Takaki, 294-31

Week 2

“Of Sly *Babas* and Other Gurus” Prashad. 47-69



Hindus Too Brunette to Vote Here, available here:

<http://www.saadigitalarchive.org/item/20101210-148>

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

South Asians as a “model minority” in the United States (Weeks 3-6)

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

Week 3

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

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

Week 4

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

“Building the diaspora” Dhingra. 25-87

“Parents of Gen Z kids” Shankar (Beeline). 129-161

Week 5

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

“The possibility of belonging” Dhingra. 161-203

“Becoming Elite” Shankar (Beeline). 191-229

Week 6

Indian Americans: The New Model Minority, available here:



<https://www.forbes.com/2009/02/24/bobby-jindal-indian-americans-opinions-contributors-immigrants-minority.html?sh=41f87158583b>

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

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

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

Living and being in the United States (Weeks 7-8)

Being in the United States presents challenges and opportunities. What are these? And how do the challenges and opportunities translate to being South Asian, Indian, Pakistani, or Bangladeshi in the United States or in India, Pakistan, or Bangladesh. How does living a life work for members of the South Asian diaspora? How does giving a name and having one translate for members of the South Asian diaspora? The next few weeks ask students to reflect on where people come from and how living as a citizen of a country or as someone aspiring to becoming a citizen of a country translate to everyday life.

Week 7

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

Film: *The Namesake* (Available on secure media. Link on carmen)

Week 8

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

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

Race and the South Asian experience (Weeks 9-11)

From pre-1965 interactions with race that were based in blatant racism based on color of skin to more salient ways of facing race based discrimination, the second half of the class questions the everyday interactions between citizens (permanent residents) of South Asian heritage and their rights as citizens. What does sameness and difference mean when it comes to minority



citizens? What does the state ask of its citizens whose ties to their own nations continue to be strong? How does this play into the politics of everyday lives in the United States?

Week 9

“Of Yankee Hindutva” Prashad. 133-156

“Of Antiracist Racism” Prashad. 157-184

Week 10 Spring Break

Week 11

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

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

Religion, sexuality, and gender in South Asian Communities (Weeks 12-14)

How does belonging to a religion or identifying as LGBTQIA interact with citizenship? How does belonging to a religion or identifying as LGBTQIA interact with citizenship as a member of a diasporic community? How does religious identity and difference or similarity interact with citizenship and belonging? Do differences and conflicts that matter in the home country matter in diasporic communities as well? Why do such differences travel and how do they interact with lived realities in diasporic communities?

Week 12

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

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

Week 13

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



Film: *Pardes* (1997) and scenes from *Dostana* (2008). These two films made 11 years apart speak to anxieties, triumphs, challenges, and failures of being South Asian in the United States. We will discuss the formation of a diasporic identity and tensions that go with the formation as they are represented in Bollywood film.

Week 14

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

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

Wrap up, presentations, and reviewing material

Week 15

Contextualizing and reviewing material. Connecting the dots.

Readings available on Carmen

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

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

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

Takaki, Ronald. 1989. *Strangers in a Different Shore: A History of Asian Americans*. New York:
Penguin Books

Hinnells, John R. 1990. The Modern Zoroastrian Diaspora in Brown, Judith M., and Rosemary
Foot, (Eds.) *Migration: The Asian Experience*. Oxford: St. Martin's Press. 56- 82.



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GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

This class is built on understanding how diasporic communities in general and the South Asian diaspora community (called the desi community) interacts with the idea of citizenship. The class begins with a history of the South Asian community and the racism as well as exoticism that surrounded early interactions between South Asians and Caucasian Americans. Students learn about how members of this diaspora live and interact with ideas of citizenship and belonging in present times as well as in the past. Students will come to understand citizenship as it is lived in diasporic communities--what it takes to become a citizen, how one interacts with belonging and difference as it pertains to diasporas, and how new identities are formed and maintained.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	<p>Linked class goals: Describe and analyze social categories that are relevant to understanding citizenship for diasporic communities generally and South Asian diaspora in the United States particularly.</p> <p>Analyze elements that are common to citizenship across nations and show competence in discussing what it takes to be a global citizen</p> <p>Linked class readings and assignments: The readings for this class come from several books that enhance and question students’ understanding of the world they live in by informing them about realities of immigrant lives and world. The assignments (journal entries, final project) ask students to engage multiple modes of learning such as readings, class discussions, and personal experiences that will speak to developing critical and logical ways of thinking about the world</p>
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the	<p>Students will begin the class with a historical look to the South Asian diaspora which will teach them about race as a factor for the South Asian experience in the United States.</p>

topic or ideas within this theme.	Students will then learn about the lived realities and challenges of being a member of a diasporic community, especially one that has been framed as a "model minority". Approaches the same topic from different scholarly perspectives is built into the readings as well as the assignments in this class. The final project asks students to build on their previous work and scaffold their learning.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Learning outcomes 2, 3, and 6 directly address this ELO. Reflections on readings, journal entries, as well as weekly participation questions as students to synthesize approaches and speak to different approaches that scholars they read have taken to the South Asian diasporic community.
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.	Several units in the class help students achieve this ELO. Weeks 5, 7, and 8 challenge students to think through types of difference (linguistic, culinary) that demarcate diasporas and how diasporic communities work through them. Journal entries and the final project enable students to self reflect and engage with their own experiences as well as experiences of others.

Example responses for proposals within "Citizenship" (from Sociology 3200, Comm 2850, French 2803):

ELO 1.1 Engage in critical and logical thinking.	<i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i>
	<i>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3) Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</i>

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p>	<p><i>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</i></p> <p><u>Lecture</u> <i>Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</i></p> <p><u>Reading</u> <i>The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</i></p> <p><u>Discussions</u> <i>Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</i></p> <p><i>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</i></p>
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<p>ELO 2.2 <i>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.</i></p>	<p><i>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</i></p> <p><i>Some examples of events and sites:</i> <i>The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</i></p>
	<p><i>Jazz-Age Montmartre, where a small community of African-Americans– including actress and singer Josephine Baker, who was just inducted into the French Pantheon–settled and worked after World War I.</i></p> <p><i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i></p> <p><i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i></p>

Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

GOAL 4: 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.

<p>ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.</p>	<p>Course activities and assignments to meet these ELOs</p> <p>Linked course goals: 3. Analyze elements that are common to citizenship across nations and show competence in discussing what it takes to be a global citizen</p> <p>4. Show an understanding of how diversity in South Asia interacts with citizenship and structures of</p>
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	<p>power local to the United States</p> <p>5. Develop an understanding of how social hierarchies interact with the idea of citizenship</p> <p>6. Discuss how diversity in language, religion, caste, class, gender, and sexuality interact with citizenship for diasporic citizens</p> <p>Linked course topics: Topics for week 1-3, weeks 7-9, and several other weeks speak directly to this ELO. The course is organized in a way that necessitates examining the South Asian diaspora and citizenship from diverse perspective. For example, readings from weeks 1-3 provide a historical look at the diaspora while readings from weeks 7-9 take a look at contemporary issues that the diaspora faces while also reinforcing how the historical outlook on race and South Asians informs contemporary outlooks on the South Asian diaspora.</p>
<p>ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Linked course goals:</p> <ol style="list-style-type: none"> 1. Describe and analyze perspectives on citizenship that are pertinent to South Asian diaspora in the United States 2. Describe and analyze social categories that are relevant to understanding citizenship for diasporic communities generally and South Asian diaspora in the United States particularly 3. Analyze elements that are common to citizenship across nations and show competence in discussing what it takes to be a global citizen 4. Show an understanding of how diversity in South Asia interacts with citizenship and structures of power local to the United States <p>Linked course assignments: The journal entries and final project speak directly to this ELO.</p>
<p>ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>Linked course goals: 5. Develop an understanding of how social hierarchies interact with the idea of citizenship</p> <p>6. Discuss how diversity in language, religion, caste, class, gender, and sexuality interact with citizenship for diasporic citizens</p> <p>7. Develop and understanding of the legal, social, and political elements of being a citizen of a country</p> <p>Linked course assignments: Journal entries, reflection on readings, as well as weekly participation speak to this ELO. Additionally, topics from each week as well as the class as a whole speaks to understanding the challenges of being a citizen from a minority group</p>

	with the United States. For example, a critique comes from how the South Asian diaspora is pitched as a “model minority”, a label that hurts other minorities in the United States. Students explore how the South Asian diaspora embraces this label while simultaneously being harmed by it.
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	<p>Linked course goals:</p> <ol style="list-style-type: none"> 4. Show an understanding of how diversity in South Asia interacts with citizenship and structures of power local to the United States 5. Develop an understanding of how social hierarchies interact with the idea of citizenship 6. Discuss how diversity in language, religion, caste, class, gender, and sexuality interact with citizenship for diasporic citizens 7. Develop an understanding of the legal, social, and political elements of being a citizen of a country <p>Linked course topics: Readings from week 1-3, weeks 9-14 speak directly to this ELO.</p>

Example responses for proposals within “Citizenship” (Hist/Relig. Studies 3680, Music 3364; Soc 3200):

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural,	<i>Citizenship could not be more central to a topic such as immigration/migration. As such, the course content, goals, and expected learning outcomes are all, almost by definition, engaged with a range of perspectives on local, national, and global citizenship.</i>
<i>national, global, and/or historical communities.</i>	<p><i>Throughout the class students will be required to engage with questions about what constitutes citizenship and how it differs across contexts.</i></p> <p><i>The course content addresses citizenship questions at the global (see weeks #3 and #15 on refugees and open border debates), national (see weeks #5, 7-#14 on the U.S. case), and the local level (see week #6 on Columbus). Specific activities addressing different perspectives on citizenship include Assignment #1, where students produce a demographic profile of a U.S.-based immigrant group, including a profile of their citizenship statuses using U.S.-based regulatory definitions. In addition, Assignment #3, which has students connect their family origins to broader population-level immigration patterns, necessitates a discussion of citizenship. Finally, the critical reading responses have the students engage the literature on</i></p>

	<p><i>different perspectives of citizenship and reflect on what constitutes citizenship and how it varies across communities.</i></p>
<p>ELO 3.2 <i>Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</i></p>	<p><i>This course supports the cultivation of "intercultural competence as a global citizen" through rigorous and sustained study of multiple forms of musical-political agency worldwide, from the grass-roots to the state-sponsored. Students identify varied cultural expressions of "musical citizenship" each week, through their reading and listening assignments, and reflect on them via online and in-class discussion. It is common for us to ask probing and programmatic questions about the musical-political subjects and cultures we study. What are the possibilities and constraints of this particular version of musical citizenship? What might we carry forward in our own lives and labors as musical citizens Further, students are encouraged to apply their emergent intercultural competencies as global, musical citizens in their midterm report and final project, in which weekly course topics inform student-led research and creative projects.</i></p>

<p>ELO 4.1 <i>Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</i></p>	<p><i>Through the historical and contemporary case studies students examine in HIST/RS 3680, they have numerous opportunities to examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, as well as a variety of lived experiences. The cases highlight the challenges of living in religiously diverse societies, examining a range of issues and their implications. They also consider the intersections of religious difference with other categories of difference, including race and gender. For example, during the unit on US religious freedom, students consider how incarcerated Black Americans and Native Americans have experienced questions of freedom and equality in dramatically different ways than white Protestants. In a weekly reflection post, they address this question directly. In the unit on marriage and sexuality, they consider different ways that different social groups have experienced the regulation of marriage in Israel and Malaysia in ways that do not correspond simplistically to gender (e.g. different women's groups with very different perspectives on the issues).</i></p> <p><i>In their weekly reflection posts and other written assignments, students are invited to analyze the implications of different regulatory models for questions of diversity, equity, and inclusion. They do so not in a simplistic sense of assessing which model is</i></p>
	<p><i>"right" or "best" but in considering how different possible outcomes might shape the concrete lived experience of different social groups in different ways. The goal is not to determine which way of doing things is best, but to understand why different societies manage these questions in different ways and how their various expressions might lead to different outcomes in terms of diversity and inclusion. They also consider how the different social and demographic conditions of different societies shape their approaches (e.g. a historic Catholic majority in France committed to laicite confronting a growing Muslim minority, or how pluralism *within* Israeli Judaism led to a fragile and contested status quo arrangement). Again, these goals are met most directly through weekly reflection posts and students' final projects, including one prompt that invites students to consider Israel's status quo arrangement from the perspective of different social groups, including liberal feminists, Orthodox and Reform religious leaders, LGBTQ communities, interfaith couples, and others.</i></p>

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

As students analyze specific case studies in HIST/RS 3680, they assess law's role in and capacity for enacting justice, managing difference, and constructing citizenship. This goal is met through lectures, course readings, discussion, and written assignments. For example, the unit on indigenous sovereignty and sacred space invites students to consider why liberal systems of law have rarely accommodated indigenous land claims and what this says about indigenous citizenship and justice. They also study examples of indigenous activism and resistance around these issues. At the conclusion of the unit, the neighborhood exploration assignment specifically asks students to take note of whether and how indigenous land claims are marked or acknowledged in the spaces they explore and what they learn from this about citizenship, difference, belonging, and power. In the unit on legal pluralism, marriage, and the law, students study the personal law systems in Israel and Malaysia. They consider the structures of power that privilege certain kinds of communities and identities and also encounter groups advocating for social change. In their final projects, students apply the insights they've gained to particular case studies. As they analyze their selected case studies, they are required to discuss how the cases reveal the different ways justice, difference, and citizenship intersect and how they are shaped by cultural traditions and structures of power in particular social contexts. They present their conclusions in an oral group presentation and in an individually written final paper. Finally, in their end of semester letter to professor, they reflect on how they issues might shape their own advocacy for social change in the future.

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.



- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by _____ on _____

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.