

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School New College of Interdisciplinary Arts and Science Department/School Social & Behavioral Sciences

Prefix: ASB Number: 447 Title: Citizenship, Nationalism, and Identity Units: 3

Course description: **existing: Historical and contemporary examination of citizenship as a form of belonging and fidelity, and the creation of good citizens within the U.S. ==>proposed (thru Changemaker 2-11-18): Critical examination of citizenship, national belonging and identities by examining contemporary social issues and discourses from global and comparative perspectives. Aims to understand complexities of national belonging that go beyond legal, formal citizenship, such as how cultural, racial/ethnic, class, and gender differences challenge the limits of national citizenship. Explores case studies that show how members of different societies demonstrate their positions as legitimate national citizens in different and often conflicting ways, especially in order to defend social justice and human diversity. CHANGING FROM CULTURAL AWARENESS TO GLOBAL AWARENESS, RETAINING SB.**

Is this a cross-listed course? Yes If yes, please identify course(s): ASB 447, POS 447, SBS 447

Is this a shared course? No If so, list all academic units offering this course: all in Social & Behavioral Sciences

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

SWE (Required)

Requested designation: Global Awareness–G

Mandatory Review: No

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2018 Effective Date: October 1, 2017

For Spring 2019 Effective Date: March 10, 2018

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- [Literacy and Critical Inquiry core courses \(L\)](#)
- [Mathematics core courses \(MA\)](#)
- [Computer/statistics/quantitative applications core courses \(CS\)](#)
- [Humanities, Arts and Design core courses \(HU\)](#)
- [Social-Behavioral Sciences core courses \(SB\)](#)
- [Natural Sciences core courses \(SQ/SG\)](#)
- [Cultural Diversity in the United States courses \(C\)](#)
- [Global Awareness courses \(G\)](#)
- [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed course proposal cover form
- [Criteria checklist](#) for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Kristin Koptiuch E-mail koptiuch@asu.edu Phone 602-463-4742

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Scott Barclay Date: 02/13/2018

Chair/Director (Signature): *Scott W Barclay*

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: **(1)** in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, **(2)** the study of contemporary non-English language courses that have a significant cultural component, **(3)** comparative cultural studies with an emphasis on non-U.S. areas, and **(4)** in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Course description, syllabus extended description, assignments, reading list
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Course description, syllabus, assignments, reading list
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
ASB	447	Citizenship, Nationalism and Identity (ASB/POS/SBS 447 cross-listed)	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria.

Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
2c: globally comparative cultural study of citizenship and national belonging in mostly non-US areas	The course focuses on citizenship and national belonging in a global comparative perspective, developing students' understanding of these key contemporary issues in the world beyond the US.	The two Writing Assignments and Contemporary Events Report & Analysis require students to engage a questions and topics related to comparative global citizenship. Required readings will emphasize research about current issues in citizenship, belonging, and identity occurring in many countries around the world.

ASB/POS/SBS 447: Citizenship, Nationalism, and Identity

Instructor: Sangmi Lee

(Assistant Professor of Anthropology, School of Social and Behavioral Sciences)

Office Hours: TBA

E-mail: sangmi.lee@asu.edu

Phone: (602)543-6933

Course Description:

This course aims to critically engage with discourses of citizenship and national belonging and identities by examining contemporary social issues from global and comparative perspectives. We will attempt to understand the complexities of citizenship and national belonging that go beyond legal and formal types of citizenship. This includes how multifaceted factors such as cultural, racial and ethnic, class, and gender differences challenge the limitations of legal and national citizenship. Based on selected case studies from different societies, we will also discuss how the members of society demonstrate their positions as legitimate national citizens in different and often conflicting ways, especially in order to defend social justice and human diversity.

In the first part of the course (Weeks 1-4), we will discuss key issues and concepts defined in studies of citizenship and nationalism. We will then focus on the everyday practices that are shaped by, but also challenge the limitations of legal boundaries of national belonging (Weeks 5-8). These topics will be followed by specific examples and short case studies of multiple societies from a global perspective. The course will then move on to more cultural aspects of citizenship and national identities and discuss the way the members of societies, with their diverse backgrounds and internal differences, strive to be accepted by their national community while incorporating their cultural, racial/ethnic, economic, and gender differences (Weeks 9-11). Finally, we will look into how global social phenomena of im/migration and globalization can impact on the discourses of citizenship and produce new sets of questions about national belonging and identities (12-14).

Course Format:

Although this course is lecture-based, students' active participation in discussion and class activities is strongly encouraged and considered critical for the learning process. During class, students will be given a variety of questions and topics that they can incorporate into their discussions based on each week's topic. Throughout the semester, students are *always, highly encouraged* to e-mail the instructor or talk in person about any inquiries or advice on general issues related to the class.

Course Requirements:

Attendance & Class Participation

All students are expected to do the readings and attend each class. Attendance will be taken in various ways with a variety of activities related to course topics in addition to simply checking student presence in class. Only absences due to illness or personal/family emergencies will be allowed, if the instructor is notified in advance of the class.

Two Writing Assignments

There will be a total of two take-home writing assignments consisting of short response papers (approximately 600-700 words, double-spaced). For each assignment, you will be given two questions related to contemporary and comparative global citizenship and asked to choose one and concisely outline your opinion and analysis by incorporating relevant course materials and knowledge.

Contemporary Events Report and Analysis

Students will choose a course topic that interests them about citizenship, belonging and identity in a non-US world region. Students then find a relevant example from current political, cultural, and social events and news reports in order to examine 1) how the everyday practices and activities involved in this contemporary event or issue are related to the discourses of citizenship and national identities and 2) how they demonstrate the problems and limitations of legal definitions of national belonging for the individual citizens.

Final Exam (in-class, open-book)

Since our class format and content expect you to go beyond memorization of facts and information, all questions for the in-class final exam will be designed to demonstrate your understanding of concepts and theory in various contexts and using different examples. The final exam will be open book and require short-answers (choose 5 out of 7 questions, 2 points each), 2-3 sentence answers (choose 4 out of 6 questions, 6 points each) and paragraph-length answers with a minimum of seven sentences (choose 2 out of 3 questions, 13 points each). You will be able to bring any hand-written materials (e.g. lecture notes, notebooks, etc.) and printed material (e.g. printouts, books, etc.) to the exam. However, you will not be able to use any electronic devices (e.g. cell phones, tablet PCs, laptops, etc.) during the exam. Examples of final exam questions and further guidelines will be provided during the final class (Week 15).

Grades:

The maximum total number of points you can receive for this class is 400 points. The point breakdown for each requirement is as follows:

Attendance & Class Participation: 60 points total (2 point each for 30 classes)	15%
Two Writing Assignments: 120 points total (60 points each)	30%
Analytical Response Paper: 100 points	25%
Final Exam: 120 points	30%
Total: 400 points	100%

Late assignments will be marked down 5% each day after the deadline. There will be no make-up exams or extra credit. No excuses will be accepted for late assignments or exams except illness and unexpected emergencies.

For the University regulations about requesting for an "I" (incomplete) for the course, in consultation with the instructor, please see <https://students.asu.edu/forms/incomplete-grade-request>. The arrangement must be recorded on the Request for Grade of Incomplete Form.

All grades will be posted on Blackboard (under "My Grades") and based on the following scale:

A+ 97-100	A0 94-96.99	A- 90-93.99	
B+ 87-89.99	B0 84-86.99	B- 84-86.99	
C+ 77-79.99	C0 70-76.99	D 60-66.99	E 59.99 and below

Text & References:

No books have been ordered for this course. Instead, selected *required* readings for each week will be posted on Blackboard before class (click "Course Content" → "Course Readings" folder). The amount of assigned reading can vary but will be average about 50-60 pages per week. In order to facilitate class discussions and

help the students understand the materials, supplementary materials (such as audios, videos, photo images, news reports, artifacts, etc.) will also be used whenever necessary.

Academic Integrity & Plagiarism Policy:

Plagiarism involves turning in papers written by someone else or simply copying passages from someone else's written work, internet sources, published or unpublished manuscripts without acknowledging the source. All written work you turn in for this class is assumed to be original and your own. When you quote or paraphrase sentences from someone else's written work, you should always properly cite the source. Please consult with me if you are not sure how to properly cite work that you use in your writing. For ASU's academic integrity policy, please see <https://provost.asu.edu/academic-integrity>.

All your writing assignments will be submitted through Safe Assignment on Blackboard, which compares your work against everything posted on the internet, online article/paper databases, and papers submitted in previous years by ASU students. Students who are caught cheating during the exams and/or plagiarize their written work will automatically receive "0" points for the assignment or the exam and be reported to the department. There will be **no** exceptions to this policy.

Student Support and Disability Accommodations:

In order to help every student succeed in terms of academic performance, there are a wide range of resources and services available to you, provided by ASU. If you are a student in need of special arrangements, such as qualified students with disabilities, you need to contact the DRC and request proper accommodations and arrangements (<http://www.asu.edu/studentaffairs/ed/drc/>). ASU also offers support services through Counseling (<http://students.asu.edu/counseling>) and the Learning Resources Center (www.asu.edu/lrc).

*As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Weekly Topics & Schedules:**PART I. CONCEPTUAL AND THEORETICAL ISSUES****Week 1. Introduction to Course**

- Keywords in citizenship studies and national belonging/identity

Week 2. Defining and Refining "Citizenship" and "Belonging"

- Theoretical and historical perspectives about debates regarding citizenship and national belonging and the limitations embedded in such discourses

Week 3. Contemporary Debates of Citizenship and National Belonging

- Major global issues related to the topic and the key participants involved in the cases, as well as problems and possible suggestions for these issues

Week 4. New Concepts and Discourses on Citizenship, Nationalism, and Identity

- Multidisciplinary concepts and perspectives that redefine the key issues and introduce new, alternative perspectives on national belonging

PART II. CHALLENGES AND LIMITATIONS OF LEGAL & NATIONAL BELONGING**Week 5. Racialized Citizenship and Politics of Belonging in Multicultural Societies**

- Case studies from multicultural societies that have produced various policies and experienced ethnic/racial conflicts among the members from different religious, ethnic and racial backgrounds

Week 6. Contested Citizenship (I): Between the Nation-State and the “Margins”

- The perspectives of ethnic minority groups and their struggles to defend their rights and equality in response to government and state power

Week 7. Contested Citizenship (II): Limitations of Nationalism and Its Subjects

- The state’s position and discourses of nationalism (in contrast to week 6) and critical perspectives about the problems of defining national subjects in a unilineal way

Week 8. Human Rights vs. Legal Citizenship

- Broader issues of human rights that have been violated or undermined in defending legal citizenship and national power and possible solutions to such problems

PART III. CULTURAL CITIZENSHIP AND INTERNAL DIFFERENCES**Week 9. Minorities: Perceptions of Difference in Universally Defined National Belonging**

- Broader definitions and meanings of “minority” peoples in relation to national citizenship and examining how such ethnic differences influence perceptions of legal belonging and universal citizenship

Week 10. Festivals: Political Demonstration of Belonging in Cultural Forms

- Cultural and nonpolitical events, such as festivals and beauty pageants, and their political implications and relationship to national identities

Week 11. Mobilization: Everyday Campaigns and Individual Responses to the National Culture

- Everyday, informal, and individualized practices that support or denounce a universal national culture and a comparison of different perceptions toward the sense of national belonging

PART IV. CHANGING FACTORS IN DISCOURSES OF POLITICAL AND NATIONAL BELONGING**Week 12. Migration and Reconsidering National Belonging**

Week 13. Globalization and Mobility

Week 14. Fixed Boundaries, Flexible Understanding

- The continuing power of the nation-state over non-state actors, such as diasporic peoples, refugees, and terrorist organizations in defining their national affiliations and implementing citizenship laws. Ways to develop more flexible understandings based on the new, non-state boundaries.

Week 15. Final Class/Week

ASB/POS/SBS 447: Citizenship, Nationalism, and Identity

List of required books/readings (tentative)

*All readings will be selected from the following list:

Primary readings of theoretical and conceptual work on citizenship, nationalism, and identity based on a non-U.S., global focus:

- Anderson, Benedict. 2006[1983]. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso.
- Hutchinson, John., Anthony D. Smith (eds.). 1994. *Nationalism*. Oxford University Press.
- Koopmans, Ruud. et. al. 2005. *Contest Citizenship: Immigration and Cultural Diversity in Europe*. University of Minnesota Press.
- Kymlicka, Will. 2001. "Immigrant Integration and Minority Nationalism." In *Minority Nationalism and the Changing International Order*. Keating & McGarry (eds.). University of Oxford Press, pp. 61-83.
- Soysal, Yasemin, N. 1994. *Limits of Citizenship: Migrants and Postnational Membership in Europe*. University of Chicago Press.
- Stephen Castles & A. Davidson. 2000. *Citizenship and Migration: Globalization and the Politics of Belonging*. Psychology Press.
- Zubrzycki, Genevieve. 2017. *National Matters: Materiality, Culture, and Nationalism*. Stanford University Press.

Readings for discussions and multiple case studies from various geographical regions outside the U.S.:

- Barnes, Natasha B. 1994. "Face of the Nation: Race, Nationalisms and Identities in Jamaican Beauty Pageants." *The Massachusetts Review* 35(3/4): 471-492.
- Duncan, Christopher R. (ed.). 2004. *Civilizing the Margins: Southeast Asian Government Policies for the Development of Minorities*. Cornell University Press.
- Ekmekcioglu, Lerna. 2016. *Recovering Armenia: The Limits of Belonging in Post-Genocide Turkey*. Stanford University Press.
- Fujiwara, Lynn. 2008. *Mothers without Citizenship: Asian Immigrant Families and the Consequences of Welfare Reform*. University of Minnesota Press.
- Geschiere, Peter. 2009. *The Perils of Belonging: Autochthony, Citizenship, and Exclusion in Africa and Europe*. University of Chicago Press.

- Habib, Jasmin. 2004. "Settling the Nation, Defending the State." In *Israel, Diaspora, and the Routes of National Belonging*. University of Toronto Press.
- Henderson, Alisa. 2007. "Measuring National Identity." In *Hierarchies of Belonging: National Identity and Political Culture in Scotland and Quebec*. McGill-Queen's University Press.
- Hirsch, Francine. 2005. *Empire of Nations: Ethnographic Knowledge and the Making of the Soviet Union*. Cornell University Press.
- Jean E. Jackson. 1995. "Culture, Genuine and Spurious: The Politics of Indianness in the Vaupes, Colombia." *American Ethnologist* 22 (1): 3-27.
- Leap, William L. 2002. "Strangers on a Train": Sexual Citizenship and the Politics of Public Transportation in Apartheid Cape Town." In *Queer Globalizations: Citizenship and the Afterlife of Colonialism*. New York University Press.
- Marciniak, Katarzyna. 2006. *Alienhood: Citizenship, Exile, and the Logic of Difference*. University of Minnesota Press.
- Rogozen-Soltar, Mikaela H. 2017. "Paradoxes of Muslim Belonging and Difference." In *Spain Unmoored: Migration, Conversion, and the Politics of Islam*. Indiana University Press.
- Rosaldo, Renato (ed.). 2003. *Cultural Citizenship in Island Southeast Asia: Nation and Belonging in the Hinterlands*. University of California Press.
- Siu, Lok C.D. 2005. *Memories of a Future Home: Diasporic Citizenship of Chinese in Panama*. Stanford University Press.
- Tsuda, Takeyuki. 2003. "The Performance of Brazilian Counteridentities: Ethnic Resistance and the Japanese Nation-State." In *Strangers in the Ethnic Homeland: Japanese Brazilian Return Migration in Transnational Perspective*. Columbia University Press.