

Term Information

Effective Term Spring 2015

General Information

Course Bulletin Listing/Subject Area Near Eastn Lang and Cultures
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2798.01
Course Title Experiencing Everyday Life in South Asia
Transcript Abbreviation Exp Life in S Asia
Course Description Introduces students to the history, politics, cultures, and identities of India. Students explore religious and historical sites (of New Delhi, Varanasi, Agra, Mathura, and Vrindavan), experience the political and cultural currents within the country, and see first-hand the broad spectrums of influences that various human movements have made on the landscape of India.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Field Experience, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Always
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: 3620 or Comparative Studies 3620 and admission to program
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

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

Requirement/Elective Designation

General Education course:

Education Abroad (new)

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

Course Details

Course goals or learning objectives/outcomes

- Students recognize and describe similarities, differences, and interconnections between India and the U.S. through analysis of course materials, participation in class discussions, and by writing a research paper;
- Students function effectively outside the United States by living and studying in India and by traveling both to and from and within that country;
- Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in India through essays, journals, and group discussions;
- Students will gain in-depth knowledge of issues such as cultural, religious, and linguistic diversity, regional tensions and more;
- Students will continue to learn and experience much of this knowledge by traveling within India and visiting many of its culturally and historically significant sites.

Content Topic List

- South Asia Studies
- International diversity
- World affairs
- Culture and ideas

Attachments

- GE assessment plan.docx: GE assessment plan
(GEC Course Assessment Plan. Owner: Acome, Justin)
- GE rationale.docx: GE rationale
(GEC Model Curriculum Compliance Stmt. Owner: Acome, Justin)
- Everyday Life in South Asia proposal Johnson 2.10.14.pdf: OIA approval
(Other Supporting Documentation. Owner: Acome, Justin)
- Letter of support.pdf: van Bladel letter
(Other Supporting Documentation. Owner: Acome, Justin)
- NELC 2798.01 proposed syllabus 8.22.14.docx: revised syllabus
(Syllabus. Owner: Acome, Justin)
- NELC 2798.01 Credit Hour Rationale 8.22.14.docx: credit hour rationale
(Other Supporting Documentation. Owner: Acome, Justin)

Comments

- revised syllabus and credit hour rationale, to clarify differentiation of formalized instruction from structured educational experiences *(by Acome, Justin on 08/22/2014 10:08 AM)*
- Sent back to enable Dept to clarify schedule/credit hr rationale. *(by Vankeerbergen, Bernadette Chantal on 06/13/2014 04:16 PM)*

COURSE REQUEST
2798.01 - Status: PENDING

Last Updated: Heysel,Garett Robert
08/26/2014

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Acome,Justin	04/18/2014 12:48 PM	Submitted for Approval
Approved	Acome,Justin	04/18/2014 12:48 PM	Unit Approval
Approved	Heysel,Garett Robert	04/20/2014 09:47 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	06/13/2014 04:16 PM	ASCCAO Approval
Submitted	Acome,Justin	08/22/2014 10:08 AM	Submitted for Approval
Approved	Acome,Justin	08/22/2014 10:08 AM	Unit Approval
Approved	Heysel,Garett Robert	08/26/2014 11:05 AM	College Approval
Pending Approval	Hogle,Danielle Nicole Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Vankeerbergen,Bernadette Chantal Nolen,Dawn	08/26/2014 11:05 AM	ASCCAO Approval



Near Eastern Languages and Cultures

College of Arts and Sciences
300 Hagerty Hall
1775 College Road
Columbus, OH 43210-1340

Office of International Affairs
100 Oxley Hall
1758 Neil Avenue
Columbus OH 43210

Phone (614) 292-9255
Fax (614) 292-1262
www.nelc.osu.edu

Dear Office of International Affairs,

The Department of Near Eastern Languages and Cultures supports the study abroad element of NELC 3620 *Everyday Life in South Asia* titled *Experiencing Everyday Life in South Asia*. The course will be taught by Ila Nagar.

We look forward to the partnership with Office of International Affairs and International Affairs Scholars Program.

Best,

A handwritten signature in black ink, appearing to read "Kevin van Bladel", with a stylized, flowing script.

Kevin van Bladel
Professor and Chair, Department of Near Eastern Languages and Cultures
01/29/2014



Study Abroad Pre-Planning Authorization Form for New or Continuing Study Abroad Programming

To ensure that Ohio State study abroad program planning and decision making is shared with and authorized by all relevant units in a timely and consistent manner, this form be completed and returned to the Office of International Affairs (attention: director of study abroad) by the following deadlines:

New Study Abroad Programming: February 1, 2014 for May Session and/or Summer Term 2015; July 1, 2014 for Autumn Semester 2015 (including Winter break programming); December 1, 2014 for Spring Semester 2015 (including spring break programs and May term programs attached to spring semester courses). Please note that the Study Abroad Program Proposal and Information Form must be submitted simultaneously with this form to OIA.

Continuing Study Abroad Programming for the 2014-2015 academic year: May 1, 2014.

Circulation of this form should be initiated by the college's designated international contact person and/or head of the sponsoring academic unit. The form must be submitted on an annual basis to OIA and include signatures from the following persons:

- Department Chair or designee of the Sponsoring Academic Unit
- College Dean or designee
- College Fiscal Officer

Program Name: Experiencing Everyday Life in South Asia

Faculty Resident Director (s): Ila Nagar Department: Near Eastern Languages and Cultures

Program Dates: May 6th-20th 2015

Term of enrollment: May 2015

Credit awarded for the program: Course number: NELC 2798 Credit hours 3

Pre Departure course, if applicable: Course number: _____ Day/Time: _____ Credit hours _____

Number of students expected to travel: 30 Minimum/ 60 Maximum

This program is new/existing _____ It is new _____

Provide a brief description of the study abroad program as well as departmental and college strategies for program recruitment.

This interdisciplinary course introduces students to the history, politics, cultures, and identities of India. Students explore religious and historical sites of New Delhi, Varanasi, Agra, Mathura, and Vrindavan. The course will allow students to experience the different political and cultural currents within the country. Students will become familiar with and see first-hand the broad spectrums of influences that several varied forces from the Mughals to the British have made on the landscape of India.

Students will be recruited through the Honors and Scholars program, by emailing student advisors in the College of Arts and Sciences, holding a South Asia Studies open house for students, and advertising NELC 3620 and the study abroad element of NELC 3620 to various student organizations.

Required Signatures


Department Chair (or designee)

 1/4/2014
Signature/Date

College Dean (or designee)

 2/4/14
Signature/Date

College Fiscal Officer


Signature/Date

The Study Abroad Pre-Planning Authorization Form for New and Continuing Study Abroad Programming is for university-wide use, effective February 1, 2014. Through submission of this completed form to the Office of International Affairs, the sponsoring college indicates its commitment to implementation of the proposed new or continuing study abroad program.

Upon receipt of this form by the published deadlines, OIA will review new and continuing program proposals for risk, feasibility and other aspects of implementation. Please contact OIA or your college's designated international contact for information on the OIA approval process.

Form updated January 13, 2014

Grace Johnson, Office of International Affairs

STUDY ABROAD

Study Abroad Program Proposal and Information Form

Form Instructions

Save this PDF to your desktop and email to johnson.136@osu.edu. Please include a letter of support from the head of your academic unit and documentation as requested in the Program Description section of this form. Deadlines vary by term:

Summer – February 1 of the previous academic year.

Autumn (including Winter break programs) July 1 of the previous academic year.

Spring (including Spring break programs) and May session programs attached to Spring semester courses – December 1.

May session "stand alone" programs – February 1 of the previous academic year.

Program Information

Proposed Program Title: Experiencing Everyday Life in India

Program Dates: May 5th-May 20 2015 Program Country: India Program City: New Delhi

Name and Website of Host Institution (if applicable): _____

Program Term

☐ Summer 20 ____ ☐ Spring 20 15
☐ Autumn 20 ____ ☐ Spring Break 20 ____
☐ Winter Break 20 ____ ☐ May Session 20 ____

Program Type (visit oia.osu.edu for program type information)

☐ OSU Sponsored ☐ Student Exchange
☐ Third Party Provider/ Direct Enroll

Instructor Information

Name: Ila Nagar Employee ID: 02120464

Academic Appointment and Department: Assistant Professor, Department of Near Eastern Languages and Cultures

Email: nagar.5@osu.edu Phone: 614-390-1077

Department Head Name and Email: Professor Kevin van Bladel, vanbladel.2@osu.edu

Course Registration and Credit

Indicate the course information in the chart below and attach an additional sheet if more than two courses will be offered.

Dept. & Course #	Title	Undergrad Credits	Graduate Credits	GE category, if applicable
ARCH 4150 (example)	Architecture in Athens & Nicosia	3	3	No
NELC 3620	Everyday Life in South Asia	3	0	
NELC 2798	Experiencing Everyday Life in India	3		

Program Description

Attach a supporting statement and include relevant documentation that addresses the following points:

1. Define the program in terms of program subject matter, learning objectives and instructional models. Include a draft syllabus and a preliminary list of excursions and cultural visits.
2. Describe the primary student audience for the proposed program and eligibility requirements. Estimate likely student enrollment initially and in subsequent years. Provide a description of the plan to be used for student recruitment.
3. Address how students can apply the credit toward their academic progress and how the program maps to the undergraduate or graduate curriculum of the sponsoring department. Has the coursework been submitted for review through the established curriculum approval process in your college?
4. For programs based at a host institution, provide an overview of the host institution with particular attention to prior experience in study abroad, host institution facilities and services, logistics, planning and administration. For programs not based at a host institution, provide an overview of the in-country arrangements and general program environment. Provide information on accommodations, meals and group meeting space.
5. Address issues of health, welfare, safety and security of students in the program environment and in any cities and/or rural environments where the program will take place.
6. Provide a draft OIA Program Information sheet for the proposed programs. Examples can be viewed at oia.osu.edu.



Near Eastern Languages and Cultures

College of Arts and Sciences
300 Hagerty Hall
1775 College Road
Columbus, OH 43210-1340

Office of International Affairs
100 Oxley Hall
1758 Neil Avenue
Columbus OH 43210

Phone (614) 292-9255
Fax (614) 292-1262
www.nelc.osu.edu

Dear Office of International Affairs,

The Department of Near Eastern Languages and Cultures supports the study abroad element of NELC 3620 *Everyday Life in South Asia* titled *Experiencing Everyday Life in South Asia*. The course will be taught by Ila Nagar.

We look forward to the partnership with Office of International Affairs and International Affairs Scholars Program.

Best,

A handwritten signature in black ink, appearing to read "Kevin van Bladel".

Kevin van Bladel
Professor and Chair, Department of Near Eastern Languages and Cultures
01/29/2014

Syllabus: NELC 2798 Experiencing Everyday Life in South Asia

Ila Nagar (Department of Near Eastern Languages and Cultures)
320 Hagerty Hall
297-6995/nagar.5@osu.edu
Office Hours: TBA

GE Education Abroad Course

Goals:

- By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

- Students recognize and describe similarities, differences, and interconnections between their host country and the U.S.
- Students function effectively within their host country.
- Students articulate how their time abroad has enriched their academic experience.

Specific Goals and Learning Outcomes for this course:

- Students recognize and describe similarities, differences, and interconnections between India and the U.S. through analysis of course materials, participation in class discussions, and by writing a research paper.
- Students function effectively outside the United States by living and studying in India and by travelling both to and from and within that country.
- Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in India through essays, journals, and group discussions.
- Students will gain in-depth knowledge of issues such as cultural, religious, and linguistic diversity, regional tensions and more.
- Students will continue to learn and experience much of this knowledge by travelling within India and visiting many of its culturally and historically significant sites.

- Students will develop critical thinking skills by analyzing course materials and field experiences.
- Students will develop communications skills through journals, class discussions, essays, and the collective sharing of their overseas experiences.

Course Description

This interdisciplinary course introduces students to the history, politics, cultures, and identities of India. Students explore religious and historical sites of New Delhi, Varanasi, Agra, Mathura, and Vrindavan. The course will allow students to experience the different political and cultural currents within the country. Students will become familiar with and see first-hand the broad spectrums of influences that several varied forces from the Mughals to the British have made on the landscape of India, literally and figuratively. Students will explore the regional and ethnic diversity within the country; the ways in which it relates to different global forces; and some of the characteristics that make India work as a country and as a culture. In the process, students will be encouraged to think critically about their new surroundings and to reflect on what Indian traditions and values can teach them about the United States and its position in the world.

Required Texts:

- Herbert S. Klein, *A Concise History of Modern India*. Cambridge: Cambridge University Press, 2012.
- Clothey, Fed, *Religion in India: A historical introduction*. Routledge 2006.
- In addition to these two books, students are required to get any two of the recommended texts. A list of recommended texts is provided on page 5.

Course Requirements and Grades

- **Class Participation: 20%** Students are expected to attend all lectures and organized activities. To receive a high participation grade, students are expected to attend the lectures and guided presentations having completed the readings for the course and being prepared to discuss them with lecturers, guides, and fellow students.
- **Research Paper: 30%** Students must submit a 2,000 word research paper on a topic of their choice, but relevant to the course. Students should include a brief coda or final comment explaining how his/her experience in India changed (or not) their thinking about the paper's topic. Students should also address the experience of being in India from reading about India in NELC 3620 (the required course students will take in Spring semester).

- **Reflection Paper: 30%** Students must submit a 1,000 word minimum reflection paper in which they address the following questions: 1. Describe the most striking similarities, differences, and interconnections you have encountered between India and the U.S.? What do they reveal about these two countries? 2. Explain how you've developed an ability to function effectively in India and what obstacles you've faced in the realms of communication 3. Overall, how has this course enriched your academic experience? Use concrete examples.
- **Journal: 20%** Students will reflect on a) their experiences and observations in relation to their course readings, and b) on what has intrigued, puzzled, irritated, and delighted them about life, people, and things in India. Journal entries will consist of one entry per day, of 50-100 words.

Grading Scale

Grades will be calculated according to the following scale:

A: 95% and above; A-: 90% and above; B+: 87% and above; B: 82% and above; B-: 80% and above; C+: 77.5% and above; C: 72.5% and above; C-: 70% and above; D+: 67.5% and above; D: 60% and above; E: below 60%

Course Policies

- **Disability:** Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>
- **Academic Misconduct:** 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://studentaffairs.osu.edu/resource_csc.asp). Here is a direct link for discussion of plagiarism: http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

Schedule

May Term 2015 (May 6-20th)

(Readings are due on or before the listed date)

Day 0 (pre-departure): Research proposal due

- May 6: Travel from Columbus to New Delhi, India
Readings: Chapter 9 from *A Concise History of Modern India*
- May 7: City Tour (Old Town, Government buildings, Raj Path)
Reading: Chapter 1 from *A Concise History of Modern India*
- May 8: Day trip to the Taj Mahal and Fatehpur Sikri (7am-6pm):
Reading: Chapter 2 from *A Concise History of Modern India*
- May 9-11: Three-day excursion to Varanasi, visit the Ganga river and the *ghats* of Varanasi, visit temples in Varanasi, visit Banaras Hindu University
Reading day 1: Chapters 1, 2, 3 from *Religion in India*
Reading day 2: Chapters 5, 6 from *Religion in India*
Reading day 3: Chapters 4, 8 from *Religion in India*
- May 12: Lecture on Contemporary Politics and Cultures in India
Reading: Chapter 3 from *A Concise History of Modern India*
- May 13: City Tour of Old Fort, Qutub Minaar, Red Fort
Reading: Chapters 3 and 4 from Burton Stein, *A history of India* (available on carmen)
- May 14: Service learning day (8am - 6pm), at a local non-profit
Reading: Chapter 4 from *A Concise History of Modern India*
- May 15: Day trip (8am-6pm) Gurgaon, new versus old religious sites
Reading: Chapters 9, 10 from *Religion in India*
- May 16: Visit Gandhi's Smriti, Lotus Temple, Akshardham Temple
Lecture on Political Conflicts
Reading: Chapter 5 from *A Concise History of Modern India*
- May 17: Day trip Mathura and Vrindavan (5.30am-5.00pm)
Reading: Chapter 6 from *A Concise History of Modern India*
- May 18: Visit Indian Institute of Technology, Jawaharlal Nehru University, Dilli Haat
Reading: Chapter 7 from *A Concise History of Modern India*

- May 19: Day Trip (8am – 7pm): Neemrana
Reading: Chapter 9
- May 20: Return travel from New Delhi
- May 22: Journal highlights due
- May 23: Reflection paper due
- May 26: Research paper due

Recommended Readings

Dawyer, Rachael. *What do Hindus believe?* Granta Publications. London, 2008.

Get this book if you are interested in learning about religion

Faleiro, Sonia. *Beautiful thing: Inside the secret world of Bombay's dance bars.* Black Cat, New York, 2010.

Get this book if you are interested in learning about women's rights, gender, sexuality

Guha, Ramachandra. *India after Gandhi: the History of the World's Largest Democracy.* New York: Ecco, 2007.

Get this book if you are interested in learning about history and/or politics

Kapur, Akash. *India Becoming: A portrait of Life in Modern India.* Penguin Group U.S.A. New York, 2012.

Get this book if you are interested in learning about urban life, interactions between old and modern technologies, human impact on the environment

Lahiri, Jhumpa. *The Namesake.* First Mariner Books, New York, 2003.

Get this book if you are interested in learning about gender, women's rights, living in a new culture

Luce, Edward. *In spite of the Gods: The rise of modern India.* Random House, New York, 2007.

Get this book if you are interested in learning about history and/or politics

Program Description

Attach a supporting statement and include relevant documentation that addresses the following points:

1. Define the program in terms of program subject matter, learning objectives and instructional models. Include a draft syllabus and a preliminary list of excursions and cultural visits.

The program subject matter is designed to give students exposure to history, culture, and religions of India through readings and visits and experiences within India that will make the readings come alive for the students. The objective of this program is to make students understand the historical and cultural heritage of India and combine this with a window into the lives of people in India through visits to historically and religiously relevant sites.

Students will be assigned a reading every day. During excursions and lectures students will be asked to critically examine how history informs the present, how cultural heritage informs decision making in the present, and how the past and present (especially old structures and new developments) coexist and conflict in one of the world's fastest growing economies.

2. Describe the primary student audience for the proposed program and eligibility requirements. Estimate likely student enrollment initially and in subsequent years. Provide a description of the plan to be used for student recruitment.

The program is part of Honors and Scholars All Scholars Study Abroad program. While the program has a built-in audience of first year Honors and Scholars students, students from all majors, minors, and academic interests will be encouraged to participate in the program. Students will need to take NELC 3620 (Everyday Life in South Asia) to be eligible for this program. Estimated enrollment is fifty students.

Students will be recruited through the Honors and Scholars program, by emailing student advisors in the College of Arts and Sciences, holding a South Asia Studies open house for students, and advertising NELC 3620 and the study abroad element of NELC 3620 to various student organizations.

3. Address how students can apply the credit toward their academic progress and how the program maps to the undergraduate or graduate curriculum of the sponsoring department. Has the coursework been submitted for review through the established curriculum approval process in your college?

Before students go on this study abroad program, they will take the NELC 3620 which is worth three credit hours. This course aims to provide students with an

understanding of culture in the South Asian context. Students will learn about social parameters like gender, class, race, education etc., which define South Asia. After taking this course, students will embark on a fifteen day journey to India to see if what they have learned in a classroom setup is actually true for the lived experience of the people of the largest country in South Asia. The study abroad component of the course will allow students to participate in culture, religion, and history first hand.

The Department of Near Eastern Languages and Cultures (NELC) is committed to developing the South Asia Studies Program. The department offers four Hindi language courses, the required class for the South Asia Studies Minor (NELC 2220, Introduction to South Asia), and the course Everyday Life in South Asia. In addition to these courses, the department faculty is working on three new South Asia related courses. The program solidifies NELC's commitment to study of this region and is a welcome addition to an already existing course.

The coursework for Everyday Life in South Asia has been approved. The course work for the Study Abroad component on this course will need to be approved by the established curriculum approval process.

4. For programs based at a host institution, provide an overview of the host institution with particular attention to prior experience in study abroad, host institution facilities and services, logistics, planning and administration. For programs not based at a host institution, provide an overview of the in-country arrangements and general program environment. Provide information on accommodations, meals and group meeting space.

This program is not based at a host institution.

Extensive care will be taken to ensure the safety and comfort of students. Transportation for all in-city and day trip excursions will be preplanned with help and guidance from Ratnesh Bhattacharya, the director of the OSU Global Gateway in India. In addition to this, IndoGenus, a group specializing in making study abroad arrangements for universities will be considered for in-country travel arrangements.

5. Address issues of health, welfare, safety and security of students in the program environment and in any cities and/or rural environments where the program will take place.

The program will take place primarily in New Delhi. Since New Delhi is the capital city of India, it is supported by an extensive health care system. In the unfortunate scenario of a student needing immediate medical attention, it will be readily available. Students will be taking a three day trip to Banaras which is also

is large city and has an extensive health care system. Trips to Agra, Neemrana, Mathura and Vrindavan are day trips. None of these cities are rural and therefore, quick access to health care is available.

At every point during the fifteen day trip students will be accompanied by the resident faculty advisor or a chaperon. All transportation for students will be preplanned so any movement that the group participates in will be in a group and in a well-organized way. At no point during this fifteen day period will students be allowed to wander without the resident faculty advisor or a chaperon. In addition to these precautions, students will have taken the 'Everyday Life in South Asia' class before this program and will be aware of what to expect in terms of cultural and social environment in urban India.

6. Provide a draft OIA Program Information sheet for the proposed programs. Examples can be viewed at oia.osu.edu.

It is attached.

Everyday Life in South Asia

NELC 3620

The Ohio State University

M 2.15PM-4.55 PM

Instructor: Ila Nagar (nagar.5@osu.edu)

Office 315 Hagerty Hall

Office Hours:

Course website: www.carmen.osu.edu

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

Course Description: Introduction to the cultural diversity of South Asia through the study of everyday life practices.

The cultural wealth and diversity of South Asia (India, Pakistan, Nepal, Bangladesh, Sri Lanka) mainly comes to the attention of the American public in the form of brief news reports on sectarian and other violence or interruptions of national and international political processes. This course is designed for those who want to know more about how the people of this ethnically, culturally, religiously, and professionally diverse and important region experience, manage, and find meaning in their everyday lives. Anthropologists, historians, folklorists, and scholars of religion, media and cultural studies all contribute different insights on this subject. The broad-ranging readings for this course will be balanced with readings on history, politics, and religion. By the end of this course, students will be familiar with a general picture of South Asian societies and cultures.

Tests, exams, and grades:

Short response	125 (25%)	A weekly, short written response posted to Carmen, discussing readings (limit +/- 500 words), due by midnight the FRIDAY <u>before</u> the Mondays on which we meet, starting 1.26. Everyone's postings will be accessible for everyone else to read; please take a look at what your classmates had to say before class.
Participation	75 (15%)	Regular attendance and VOCAL, PREPARED participation in class discussions. Attendance is taken daily. Each student has one absence as a "freebie," other absences must be for instructor-approved reasons in order to avoid losing credit.

committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: http://studentaffairs.osu.edu/info_for_students/csc.asp

Required Reading:

All the readings for this class will be posted on Carmen. This reading schedule is tentative.

Week 1	1/12	Introduce the region. Introduce the class. Tharoor, Shashi (2007). <i>The elephant, the tiger, and the cell phone: Reflections on India, the emerging 21st century power</i> . Arcade Publishing, New York (1-3, 441-486)
Week 2	1/19	No class. MLK r. Day
Week 3	01/26	Family and life course FILM: Classic documentary <i>DADI'S FAMILY</i> (1981) Readings: A. K. Ramanujan, <i>Folktales from India</i> Pantheon, 1991. Preface and Introduction, pp. xi-xxxii; two stories of mothers-in-law ("The Clay Mother-in-Law" and "The Clever Daughter-in-Law", pp. 30-38.)
Week 4	02/02	Religion Dirks, Nicholas (2001). <i>Castes of mind: Colonialism and the making of modern India</i> . Princeton University Press, Princeton, New Jersey. (63-81, 149-173, 297-317)
Week 5	02/09	Guha, Ramachandra (2007). <i>India after Gandhi: The History of the world's largest democracy</i> . Harper Collins Publishers. New York. (624-650, 733-761)
Week 6	02/16	Knipe, David (2008). Feeding the dead in Hinduism. <i>Indian Folklore Research Journal</i> , Vol.5, No.8, 27-45 Kirin Narayan, "Heaven and Hell," from <i>Storytellers, Saints and Scoundrels: Folk Narrative in Hindu Religious Teaching</i> , 189-207.
Week 7	02/23	Politics Mitu Sengupta (2012). Anna Hazare and the Idea of Gandhi. <i>The Journal of Asian Studies</i> , 71, 593-601

Week 8	03/02	Metcalf, Barbara (2005). <i>Hindu Ethnonationalism, Muslim Jihad, and Secularism: Muslims in the Political Life of the Republic of India</i> . In Rafiq Dossani and Henry Rowen Eds. <i>Prospects of peace in South Asia</i> . Stanford University Press. Stanford. 215-239
Week 9	03/09	Culture Ray, Raka & Qayum, Seemin (2009). <i>Cultures of Servitude</i> . Stanford University Press. Stanford, California. (119-145)
Week 10	03/16	A.K. Ramanujan, <i>Folktales from India</i> , pp. 123-124 ("Other Lives"); pp. 273-274 ("A Qazi with a Long Beard" and "The Priest Who Could See as Far as Mecca"); pp. 299-305 ("A Contest of Lies"); pp.319-320 ("The Tiger-Makers").
Week 11	03/23	Wahab, Saima (2012). <i>In my father's country</i> . Random House Inc. New York (1-71)
Week 12	03/30	Gender P.S. Kanaka Durga, "Transformation of Gender Roles: Converging Identities in Personal and Poetic Narratives," in L. Prasad et al., eds, <i>Gender and Story in South India</i> , SUNY Press, 2006, pp. 87-140. K.V.S. Lakshmi Narasamamba, "Voiced Worlds: Heroines and Healers in Muslim Women's Narratives," in L. Prasad et al eds, <i>Gender and Story in South India</i> , pp. 67-86.
Week 13	04/06	Reddy, Gayatri (2005). <i>With respect to Sex: Negotiating Hijra identity in Southern India</i> . University of Chicago Press. Chicago and London. (17-121)
Week 14	04/13	Environment Baviskar, Amita (1995). <i>In the belly of the river: Tribal Conflicts over development in the Narmada Valley</i> . Oxford University Press. (160-245)
Week 15	04/20	Boo, Katherine (2012). <i>Behind the beautiful forevers: Life, death and hope in a Mumbai undercity</i> . Random House, New York
Week 16	4/27	Course review and final project presentations

Newscast*	50 (10%)	Summary with handout of South Asian news
Making a difference*	75 (15%)	In talking about South Asia, it is very easy to get caught up in the negative. For this assignment you have to find information regarding people or organizations that are making positive changes in the region. These changes can be in <u>any</u> field: art, medicine, economy, education etc.
Presentations*	50(10%)	With power-point/ handouts on particular day's topics
Midterm exam	50 (10%)	In class on 2/23
Final exam	75 (15%)	In class on 5/02

*For the newscast, making a difference, and the presentations, the student will be required to print a handout for the entire class or have a power point. For the news cast, making a difference, and presentations at least two questions related to the material should be presented to the class. The presenter will be responsible for conducting a discussion. The presenter will be judged on the quality of material presented as well as the quality of discussion they conduct. The material used for the newscast, making a difference and the presentation should be pre-approved by the instructor at least 24 hours before the assignment is due for newscast and presentation, and at least a week before the assignment is due for making a difference. Use of audio-visual aids is encouraged. Since these are group assignments coordinating with your group members is imperative. Please follow these instructions closely in order to avoid losing credit.

Disability Services

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible about their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901;

<http://www.ods.ohio-state.edu/>

Academic Misconduct

All work submitted for credit in this class must be the student's own work. It is the responsibility of the Committee on Academic Misconduct to investigate 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 are required to report all instances of alleged academic misconduct to the

Syllabus: NELC 2798.01 Experiencing Everyday Life in South Asia

Ila Nagar (Department of Near Eastern Languages and Cultures)
320 Hagerty Hall
297-6995/nagar.5@osu.edu
Office Hours: TBA

GE Education Abroad Course

Goals:

- By living and studying outside the U.S., students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Expected Learning Outcomes:

- Students recognize and describe similarities, differences, and interconnections between their host country and the U.S.
- Students function effectively within their host country.
- Students articulate how their time abroad has enriched their academic experience.

Specific Goals and Learning Outcomes for this course:

- Students recognize and describe similarities, differences, and interconnections between India and the U.S. through analysis of course materials, participation in class discussions, and by writing a research paper.
- Students function effectively outside the United States by living and studying in India and by travelling both to and from and within that country.
- Students articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in India through essays, journals, and group discussions.
- Students will gain in-depth knowledge of issues such as cultural, religious, and linguistic diversity, regional tensions and more.
- Students will continue to learn and experience much of this knowledge by travelling within India and visiting many of its culturally and historically significant sites.

- Students will develop critical thinking skills by analyzing course materials and field experiences.
- Students will develop communications skills through journals, class discussions, essays, and the collective sharing of their overseas experiences.

Course Description

This interdisciplinary course introduces students to the history, politics, cultures, and identities of India. Students explore religious and historical sites of New Delhi, Varanasi, Agra, Mathura, and Vrindavan. The course will allow students to experience the different political and cultural currents within the country. Students will become familiar with and see first-hand the broad spectrums of influences that several varied forces from the Mughals to the British have made on the landscape of India, literally and figuratively. Students will explore the regional and ethnic diversity within the country; the ways in which it relates to different global forces; and some of the characteristics that make India work as a country and as a culture. In the process, students will be encouraged to think critically about their new surroundings and to reflect on what Indian traditions and values can teach them about the United States and its position in the world.

Required Texts:

- Herbert S. Klein, *A Concise History of Modern India*. Cambridge: Cambridge University Press, 2012.
- Clothey, Fed, *Religion in India: A historical introduction*. Routledge 2006.
- In addition to these two books, students are required to get any two of the recommended texts. A list of recommended texts is provided on page 5.

Course Requirements and Grades

- Class Participation: 20% Students are expected to attend all lectures and organized activities. To receive a high participation grade, students are expected to attend the lectures and guided presentations having completed the readings for the course and being prepared to discuss them with lecturers, guides, and fellow students.
- Research Paper: 30% Students must submit a 2,000 word research paper on a topic of their choice, but relevant to the course. Students should include a brief coda or final comment explaining how his/her experience in India changed (or not) their thinking about the paper's topic. Students should also address the experience of being in India from reading about India in NELC 3620 (the required course students will take in Spring semester).

- Reflection Paper: 30% Students must submit a 1,000 word minimum reflection paper in which they address the following questions: 1. Describe the most striking similarities, differences, and interconnections you have encountered between India and the U.S.? What do they reveal about these two countries? 2. Explain how you've developed an ability to function effectively in India and what obstacles you've faced in the realms of communication 3. Overall, how has this course enriched your academic experience? Use concrete examples.
- Journal: 20% Students will reflect on a) their experiences and observations in relation to their course readings, and b) on what has intrigued, puzzled, irritated, and delighted them about life, people, and things in India. Journal entries will consist of one entry per day, of 50-100 words.

Grading Scale

Grades will be calculated according to the following scale:

A: 95% and above; A-: 90% and above; B+: 87% and above; B: 82% and above; B-: 80% and above; C+: 77.5% and above; C: 72.5% and above; C-: 70% and above; D+: 67.5% and above; D: 60% and above; E: below 60%

Course Policies

- Disability: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>
- Academic Misconduct: 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://studentaffairs.osu.edu/resource_csc.asp). Here is a direct link for discussion of

plagiarism: http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

Schedule
May Term 2015 (May 6-20th)
 (Readings are due on or before the listed date)

- Day 0 (pre-departure): Research proposal due
- May 6 Travel from Columbus to New Delhi, India
 Readings: Chapter 9 from *A Concise History of Modern India*
- May 7 8:00-10:00 lecture & discussion [meeting room TBD]
 12:30-2:30 City Tour (Old Town, Government buildings, Raj Path)
 Reading: Chapter 1 from *A Concise History of Modern India*
- May 8 11:00-1:00 trip to the Taj Mahal and Fatehpur Sikri
 Reading: Chapter 2 from *A Concise History of Modern India*
- May 9 9:00-11:00 lecture & discussion [meeting room TBD]
 2:00-4:00 [first of three-day excursion to Varanasi, visit the Ganga river and the *ghats* of Varanasi]
 Reading day 1: Chapters 1, 2, 3 from *Religion in India*
- May 10 9:00-11:00 lecture & discussion [meeting room TBD]
 1:00-3:00 [second of three-day excursion; visit temples in Varanasi]
 Reading day 2: Chapters 5, 6 from *Religion in India*
- May 11 9:00-11:00 lecture & discussion [meeting room TBD]
 4:00-6:00 [third of three-day excursion; visit Banaras Hindu University]
 Reading day 3: Chapters 4, 8 from *Religion in India*
- May 12 10:00-12:00 lecture & discussion, Contemporary Politics and Cultures in India
 [meeting room TBD]
 Reading: Chapter 3 from *A Concise History of Modern India*
- May 13 8:00-11:00 lecture & discussion [meeting room TBD]
 City Tour of Old Fort, Qutub Minaar, Red Fort
 Reading: Chapters 3 and 4 from Burton Stein, *A history of India*
 (available on carmen)
- May 14 10:00-12:00 Service learning day, at a local non-profit
 Reading: Chapter 4 from *A Concise History of Modern India*
- May 15 10:00-12:00 lecture & discussion [meeting room TBD]
 3:00-5:00 trip to Gurgaon religious sites

Reading: Chapters 9, 10 from *Religion in India*

- | | | |
|--------|-------------|---|
| May 16 | 10:00-12:00 | lecture & discussion, Political Conflicts [meeting room TBD] |
| | 3:00-5:00 | Visit Gandhi's Smriti, Lotus Temple, Akshardham Temple |
| | | Reading: Chapter 5 from <i>A Concise History of Modern India</i> |
| May 17 | 8:00-10:00 | lecture & discussion [meeting room TBD] |
| | 2:00-4:00 | trip Mathura and Vrindavan |
| | | Reading: Chapter 6 from <i>A Concise History of Modern India</i> |
| May 18 | 8:00-10:00 | lecture & discussion [meeting room TBD] |
| | 12:00-2:00 | Visit Indian Institute of Technology, Jawaharlal Nehru University, Dilli Haat |
| | | Reading: Chapter 7 from <i>A Concise History of Modern India</i> |
| May 19 | 8:00-10:00 | lecture & discussion [meeting room TBD] |
| | 4:00-6:00 | trip to Neemrana |
| | | Reading: Chapter 9 <i>A Concise History of Modern India</i> |
| May 20 | 9:00-10:00 | lecture & discussion [meeting room TBD] |
| May 21 | 1:00am | Return travel from New Delhi |
| May 22 | | Journal highlights due |
| May 23 | | Reflection paper due |
| May 26 | | Research paper due |

Recommended Readings

Dawyer, Rachael. *What do Hindus believe?* Granta Publications. London, 2008.

Get this book if you are interested in learning about religion

Faleiro, Sonia. *Beautiful thing: Inside the secret world of Bombay's dance bars.* Black Cat, New York, 2010.

Get this book if you are interested in learning about women's rights, gender, sexuality

Guha, Ramachandra. *India after Gandhi: the History of the World's Largest Democracy.* New York: Ecco, 2007.

Get this book if you are interested in learning about history and/or politics

Kapur, Akash. *India Becoming: A portrait of Life in Modern India.* Penguin Group U.S.A. New York, 2012.

Get this book if you are interested in learning about urban life, interactions between old and modern technologies, human impact on the environment

Lahiri, Jhumpa. *The Namesake.* First Mariner Books, New York, 2003.

Get this book if you are interested in learning about gender, women's rights, living in a new culture

Luce, Edward. *In spite of the Gods: The rise of modern India.* Random House, New York, 2007.

Get this book if you are interested in learning about history and/or politics

GE rationale

The first learning outcome of this course is: students recognize and describe similarities, differences, and interconnections between their host country/countries and the U.S. To achieve this outcome the course takes students to India where they immerse themselves in the life of the host country with the help of guided instruction. Travel within the host country will expose students to aspects of living in a country different from their own. The course will enable students to interact with these aspects in a guided and disciplined manner thereby encouraging students to understand the similarities, differences, and interconnections between India and the U.S.

The second learning outcome of this course is: students function effectively within their host country/countries. To achieve this outcome all the lectures and travels in the host country have been planned to draw students' attention to their surroundings and help them in understanding issues related to languages, genders, religions, etc., in the cultural context of India. As students learn and travel, they will invariably learn to function effectively in their host country.

The third and final learning outcome of the course is: Students articulate how their time abroad has enriched their academic experience. To achieve this outcome students visit one of the more linguistically, religiously, and culturally diverse nations in the world. They learn about an advanced democracy and experience the country first hand. In addition they will be forced to think critically about issues related to class, gender, sexuality, multilingualism, caste etc. Students are required to journal and reflect on these topics as a requirement to pass this course.

NELC 2798.01 Credit-Hour Rationale

Date	Formalized Instruction		Structured Educational Experience	
	Time	Hours	Time	Hours
5/6				
5/7	8:00am-11.00am	3	12.30pm-2.30pm	2
5/8			11.00am-1.00pm	2
5/9	9.00am-11.00am	2	2.00pm-4.00pm	2
5/10	9.00am-11.00am	2	1.00pm-3.00pm	2
5/11	9.00am-11.00am	2	4.00pm-6.00pm	2
5/12	10.00am-12.00pm	2		
5/13	8:00am-11.00am	3		
5/14			10.00am-12.00pm	2
5/15	10.00am-12.00pm	2	3.00pm-5.00pm	2
5/16	10.00am-12.00pm	2	3.00pm-5.00pm	2
5/17	8:00am-10.00am	2	2.00pm-4.00pm	2
5/18	8:00am-10.00am	2	12.00pm-2.00pm	2
5/19	8:00am-10.00am	2	4.00pm-6.00pm	2
5/20	9.00am-10.00am	1		
Totals		25		22

Allocation

The proposed syllabus contains 25 hours of formalized instruction, in addition to 22 hours of structured educational experience. The Arts and Sciences Curriculum guidelines equate 12.5 hours of formalized instruction per credit hour and indicate, further, that 2 hours of structured educational experience equate roughly to the value of 1 hour of formalized instruction, with 25 hours of structured educational experience per credit hour.

In light of those guidelines specification that a course taught with a rough equivalent of 37.5 hours of formalized instruction be valued at 3 credit hours, the Department of Near Eastern Languages and Cultures requests that NELC 2798.01, with the equivalent of 36 hours of formalized instruction (25, + 11/2) be valued at 3 total credit hours.

GE assessment plan

The end-of-course assignment for this class is: Reflection Paper: 30% Students must submit a 1,000 word minimum reflection paper in which they address the following questions: 1. Describe the most striking similarities, differences, and interconnections you have encountered between India and the U.S.? What do they reveal about these two countries? 2. Explain how you've developed an ability to function effectively in India and what obstacles you've faced in the realms of communication 3. Overall, how has this course enriched your academic experience? Use concrete examples.

The assignment is directly related to goals of this class and the intention behind this assignment is to find out what students got out of the experience of living in a new country.

If the responses to the final assignment do not meet the standards of the instructor, the course will be improved based on what is thought to be lacking in the students' experience of the new country and the lectures, readings, and travel associated with their experience. The information will be archived in the department office so it can be made available to future instructors readily.