

Term Information

Effective Term Autumn 2018

General Information

Course Bulletin Listing/Subject Area Near Eastrn Lang and Cultures
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 2220.02
Course Title Introduction to South Asian Studies
Transcript Abbreviation Intro S Asian Stds
Course Description A multi-disciplinary introduction to South Asia's geographical, political, cultural, and religious contexts and connections. Online delivery only.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 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

Prerequisites and Exclusions

Prerequisites/Corequisites Prereq: English 1110 (110) or equiv.
Exclusions Not open to students with credit for NELC 265, 2220, or 2220.01, or CompStd 2220
Electronically Enforced No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0112
Subsidy Level General Studies Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

General Education course:

Culture and Ideas; Global Studies (International Issues successors)

Course Details

Course goals or learning objectives/outcomes

- To understand how society works in South Asia and to arrive at this understanding study of history, politics, religion, and social categories like caste and gender.
- The second goal is to discover how what happens around the world influences the current political climate in South Asia. Students learn about how South Asia interacts with the rest of the world.
- The third goal of this class is for the students to develop an appreciation for studying culture and diversity by learning about a new culture and arriving at a mature understanding of the culture and its people.
- The fourth and final goal is for students to evaluate the roles of various social categories like class, gender, caste, religion etc. in a different culture and to appreciate the subtle ways in which such categories affect people's lives differently.

Content Topic List

- History in South Asia
- Religion in South Asia
- Politics in South Asia
- Social categories in South Asia

Sought Concurrence

No

Attachments

- Technical Feasibility Review NELC 2220.023.2.17.pdf: ASCTech worksheet
(Other Supporting Documentation. Owner: Acome,Justin)
- NELC 2220.02 Culture and Ideas GE assessment plan 3.22.17.docx: Culture & Ideas assessment
(GEC Course Assessment Plan. Owner: Acome,Justin)
- NELC 2220.02 Culture and Ideas GE rationale 3.22.17.docx: Culture & Ideas rationale
(GEC Model Curriculum Compliance Stmt. Owner: Acome,Justin)
- NELC 2220.02 Diversity Global Studies GE assessment plan 3.22.17.docx: Diversity assessment
(GEC Course Assessment Plan. Owner: Acome,Justin)
- NELC 2220.02 Diversity Global Studies GE rationale 3.22.17.docx: Diversity rationale
(GEC Model Curriculum Compliance Stmt. Owner: Acome,Justin)
- NELC 2220.02 syllabus draft 2.28.17.docx: syllabus
(Syllabus. Owner: Acome,Justin)
- 1162 NELC 2220 Nagar--in person syllabus.doc: in-person syllabus
(Syllabus. Owner: Vankeerbergen,Bernadette Chantal)
- NELC 2220.02 Syllabus 2018 (revised).docx: Revised Syllabus
(Syllabus. Owner: Smith,Jeremie S)
- GE Assessment Plan for Culture and Ideas (revised).docx: Revised Culture and Ideas Assessment
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)
- GE Assessment Plan for Global Diversity (revised).docx: Revised Diversity Assessment Plan
(GEC Course Assessment Plan. Owner: Smith,Jeremie S)

Comments

- On 1/12/18, we upload a revised syllabus, and both GE Assessment plans in response to feedback and revision requests. *(by Smith,Jeremie S on 01/12/2018 11:27 AM)*
- See 4-5-17 e-mail to K van Bladel & J Acome. *(by Vankeerbergen,Bernadette Chantal on 04/05/2017 01:21 PM)*
- An indication of where the books for this course may be obtained is required when it is offered. *(by Heysel,Garett Robert on 03/23/2017 07:08 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Acome,Justin	03/22/2017 11:59 AM	Submitted for Approval
Approved	van Bladel,Kevin Thomas	03/22/2017 10:05 PM	Unit Approval
Approved	Heysel,Garett Robert	03/23/2017 07:08 AM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	04/05/2017 01:22 PM	ASCCAO Approval
Submitted	Smith,Jeremie S	01/12/2018 11:27 AM	Submitted for Approval
Approved	Liu,Morgan Yih-Yang	01/16/2018 05:35 PM	Unit Approval
Approved	Heysel,Garett Robert	01/17/2018 09:06 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	01/17/2018 09:06 PM	ASCCAO Approval

NELC/COMP 2220
Introduction to South Asia
Spring 2016 M 215PM-4.55PM

Instructor: Professor Ila Nagar
Office: 320 Hagerty Hall
Office Hours: M 12PM-1.00PM
Email: nagar.5@osu.edu

Course Description: A multi-disciplinary introduction to South Asia's geographical, political, cultural, and religious contexts and connections.

This course is intended to satisfy the GE requirements for Category 2. Breadth: Section C. Arts and Humanities (3) Cultures and Ideas; and for Category 4. Diversity: (2) International Issues: Non-Western or Global

This course is designed (for students in any field) as a multi-disciplinary introduction to South Asia, primarily focusing on India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan, but also referring to Afghanistan, Tibet, and Maldives in geographical, political, cultural, and religious context and connections. The course presents an overview of South Asian geography, history, and politics, its international relations, and its role in the global economy. The course also introduces students to the diversity of South Asian culture, including South Asian religions, society, art, literature, and cinema.

We will start with South Asian geography and a brief overview of South Asian history. Within South Asian history, catering to the focus of International Studies Program, the course will emphasize the colonial period, independence struggle, partition, and India-Pakistan relations. We will then discuss South Asian religions, specifically Islam, Hinduism, and Buddhism, as religious philosophies and practices, but also as cultural and political connections among South Asian countries. We will then discuss South Asia's emerging role in global political, economic, and cultural scene, and finally, we will briefly sample South Asian prose, poetry, and cinema.

Given this initial and overall description, the course is intended to be flexible to student research and interest in specific topics related to South Asia. This course is designed as a collaborative learning experience, which will involve not only reading books, articles, audio-visual material, and web resources, but also student presentations, discussions and debates, and creative cultural events.

Books

The readings for this course will primarily come from the following books:

Bose, Sugata and Ayesha Jalal. Modern South Asia: History, Culture, and Political Economy. New York: Routledge, 2004.

Ganguly, Sumit., eds. South Asia. New York: New York University Press, 2006.

Hagerty, Devin T., eds. South Asia in World Politics. Lanham: Rowman & Littlefield, 2005.

Mittal, Sushil and Gene Thursby, eds. Religions of South Asia: An Introduction. London: Routledge, 2006.

Stein, Burton. A history of India. Blackwell publishers Ltd., 2010

Graded Assignments:

Editorial (2)	100 points	20%
Note taking (1)	50 points	10%
In class quizzes (10)	100 points	20%
Presentation (1)	100 points	20%
Mind maps (2)	50 points	10%
Final exam	100 points	20%

Please check assignment and class schedule to check when assignment are due.

Grading scale:

A (94-100) A- (90-93) 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)

Explanation of assignments:

In class quiz

There will be ten short answer quizzes in the course of the semester. Quizzes will have five to ten short answer questions. Quizzes will be 10 points each and every quiz will be counted towards the final grade.

Mind maps

Each student will be required to come up with a mind map of two central concept discussed in class. We will practice making mind maps in class.

Note taking

Two or three students will be assigned to take notes during every class. See page 5-6 for more instructions on note taking and the note taking grading rubric.

Editorial

Students will write two editorials in the course of the semester. We will discuss how to write the editorial in class and will practice in class.

Presentation

This presentation is meant to make the students explore any one topic related to the class discussion in some depth. Students (in groups of two or three) will be required to prepare a handout on two or

three readings (each member of a group should have a reading, each reading should be at least 20 pages long to be counted as a reading and not as supplemental material) other than, but related to, the course assigned readings. The readings should be from peer reviewed journals or a book chapter. You can use additional web based material for your presentation but your primary source has to be journal articles or books or both. **You must get the material you are presenting approved by me. It is your responsibility to get in touch with me at least a week before your presentation to get your presentation material approved.**

These are the aspects that your group presentation should have:

1. Clear explanation of why you chose the readings
2. What is the central argument of each reading?
3. What did the authors do to arrive at the central argument in other words what was the methodology?
4. How are the readings related to each other
5. How are the readings related to the class material or the general goals of the class
6. What was believable about the readings? What did the readings lack? How could they be improved?

The handout that you prepare should include a short summary of the readings, opinion statements, discussion questions, and other material that was looked up on that topic. You are encouraged to supplement your handout with audio-visual or web based material you may have consulted. Please keep in mind that this is a group activity and you will be working with two other students. One of the points of this exercise is to make you look at different perspectives or research on similar topics. Given this, a group cannot work with only one source (a book, for example). You have to use two or three different sources.

The presentation should be 10-15 minutes long. Up to five additional minutes will be devoted to the discussion of the presentation material. Here is the grading rubric for the class presentation:

Class presentation components	Points
Clear explanation of why you chose the readings	0-10
What is the central argument of each reading? Clearly explain the central argument. Remember than an argument is something that one can agree or disagree with	0-30
What did the authors do to arrive at the central argument, in other words, what was the methodology?	0-10
How are the readings related to each other	0-10
How are the readings related to the class material or the general goals of the class	0-10
Discussion: Quality of discussion questions (relevance to topic and class), preparedness to encourage discussion and answer questions about the topic	0-10
What was believable about the readings? What did the readings lack? How could they be improved?	0-10
Submitting everything on time	0-10

Final Exam

Final exam will be a take home exam with short answer question. We will talk more about the final exam in class

Assignment Make-Up Policy:

If for any family, medical, or personal **emergency** you find it necessary to miss a scheduled examination or assignment, you must contact the instructor as soon as possible. Please note that scheduling conflicts with other University activities—such as band, sports, ROTC, etc.—or outside work is generally not a valid excuse for missing any scheduled assignment. If you miss an assignment without informing me, and without a valid excuse, your assignment will not be graded.

Academic misconduct statement: 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](#).

Disability statement: 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/>.

This schedule is **flexible and subject to change** depending upon the progress and the interests of the class.

Part I History

Week 1	January 11	Introduction, Student survey of interest, South Asian geography, countries, landscape, cities. South Asia , Pages 1-13
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Week 2	January 18	MLK Jr Day. No class
Week 3	January 25	<u>Modern South Asia</u> , Pages 8-77
Week 4	February 1	<u>History of India</u> , Pages 319-367
Week 5	February 8	<u>Modern South Asia</u> , Pages 159-204
Part II	Politics and International relations	
Week 6	February 15	<u>South Asia in world politics</u> , Pages 11-112
Week 7	February 22	Democracy and elections in South Asia
Part III	South Asian Religions: Hinduism, Islam, Buddhism, Jainism, Sikhism, and others	
Week 8	February 29	<u>Religions of South Asia</u> , Pages 1-8, 15-27, 57-82, 201-246
Week 9	March 7	<u>A.K. Ramanujan. Many Ramayanas, Hindu Gods and Us</u>
Week 10	March 14	No classes. Spring break
Part IV	Gender, class and caste in South Asia	
Week 11	March 21	<i>Son preference</i>
Week 12	March 28	Ahmar, 62-77, Everyday life in South Asia, 214-228
Part V	Conflicts and their impact	
Week 13	April 4	<u>Charred Lullabies</u>
Week 14	April 11	<u>Sen, 238-253</u>
Part VI	South Asia and globalization	
Week 15	April 18	International relations of Asia, Pages 150-169 <u>South Asia</u> , Pages 125-156 <u>Modern South Asia</u> , Pages 182-206
Week 16	April 25	Wrapping up

General style guidelines for presentations

1. Do not over crowd your slides if you choose to give a power point presentation. Information on the slides should be presented such that the audience is not expected to read the slide for more that 20-30 seconds.
2. Try not to read what is on the slide or on the handout. Build your presentation around the information on the slide or handout.
3. Do not look down during your presentation. Engage your audience. If making eye contact with people makes you nervous, look over the heads of your audience.
4. Try to minimize the amount of pauses
5. Sound and act confident even if you are nervous. No one tell the difference!

Note taking instructions

Divide notes by presentation type: Ila, newscast, in-class presentation.

What was discussed?

Why was it deemed important?

What discussion questions were raised?

What conclusions, if any, were arrived at?

Who were the relevant people discussed?

What were the achievements made by these people?

Why are these achievements relevant today? What stood out in class?

Note taking grading rubric

Attention to the eight points discussed above	25
Combing notes and sending a cohesive document to Ila by noon on the following Tuesday	15
Sending ten short answer questions along with notes by noon on the following Tuesday	10

NELC 2220.02
Introduction to South Asia

Instructor: Prof. Ila Nagar

Instructor email: nagar.5@osu.edu

Instructor's office: 320 Hagerty Hall

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

Office Hours:

Virtual hours: Using CarmenConnect

Course website: Carmen.osu.edu

Course Description

This course is designed (for students in any field) as a multi-disciplinary introduction to South Asia, primarily focusing on India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan, but also referring to Afghanistan, Tibet, and Maldives in geographical, political, cultural, and religious context and connections. The course presents an overview of South Asian geography, history, and politics, its international relations, and its role in the global economy. The course also introduces students to the diversity of South Asian culture, including South Asian religions, society, art, literature, and cinema.

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GE Categories

Cultures and Ideas

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and

expression.

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Diversity: Global Studies

Goals:

Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Each assignment for the course is designed to provoke students into thinking about how human thought develops and is materialized in different cultures. The course material, lectures, and discussion questions will force students to understand how culture and representation work. The readings will guide students to develop their thought processes and assumptions about India. Students will be continually confronted with ideas that are meant to question their existing world view.

Prerequisites:

None.

Required texts and where they are available

The readings for this course will primarily come from the following books which will be available at the university book store:

Bose, Sugata and Ayesha Jalal. Modern South Asia: History, Culture, and Political Economy. New York: Routledge, 2004.

Ganguly, Sumit., eds. South Asia. New York: New York University Press, 2006.

Hagerty, Devin T., eds. South Asia in World Politics. Lanham: Rowman & Littlefield, 2005.

Mittal, Sushil and Gene Thursby, eds. Religions of South Asia: An Introduction. London: Routledge, 2006.

Stein, Burton. A history of India. Blackwell publishers Ltd., 2010

Additional readings like chapters from various books and journal articles will be made available

on Carmen.

Course Technology

There is no in-person component of this course. All course content will be delivered online.

Additionally:

- Lectures will be delivered in four 20 minutes videos per week through Carmen. Lectures will be prerecorded and students will have access lectures from current and previous weeks. Unlike face-to-face classrooms which are built on class discussions, group work, and questions from students, this class will have lectures which will cover the content of the readings. Due to the distance education format, there will be no face-to-face discussions of reading material. The online format allows for shorter content-based lectures. An in-person 55-minute class hosts only at most 30 to 35 minutes of lecture because it also hosts at least 20 minutes of discussion, questions, and small group work.
- You will actively participate in the course by posting to the Carmen tools.
- Assignments will be administered through Carmen connect
- The instructor will be available during designated office hours in her office, via email and on Carmen.
- The Carmen Discussions Tool is a collaboration area to post, read and reply to messages on different topics, share thoughts, ask questions, and work with your peers. We will use this tool to discuss material and post forum responses
- Quizzes will be administered via Carmen. You will use Carmen to take quizzes, review results, view instructor feedback, and view class statistics.
- For help with carmen email carmen@osu.edu
- General information about accessing and using Carmen is available here: <https://resourcecenter.odde.osu.edu/carmen>
- If you have general questions or problems using technology services at OSU, contact the IT Service Desk at 614-688-HELP or by email at 8help@osu.edu
- Students can obtain MS OFFICE 365 through the university. Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found at: ocio.osu.edu/kb04733.

Necessary equipment and technology:

- It is assumed that students know how to use a computer, watch videos, YouTube and are able to operate a computer comfortably.
- Students can find the privacy guidelines for YouTube here: https://www.youtube.com/static?template=privacy_guidelines
The technical support resources for YouTube can be found here: https://www.youtube.com/t/contact_us

Help with accessibility of YouTube can be found here:

<https://www.google.com/accessibility/products-features.html>

- Computer: current Mac or PC
- Internet Browser: Internet Explorer 6 or later, or Firefox
- Robust high-speed internet connection
- Webcam: built-in or external webcam, fully installed
- Microphone: built-in laptop or tablet mic or external microphone
- It is assumed that all students have access to Adobe Reader (to view PDF files: <http://get.adobe.com/reader/>) and to the MS Office Suite (in order to use Word and Excel). You should also have Adobe Flash Player installed (<http://get.adobe.com/flashplayer/>).

Student participation requirements

This is a distance learning course and your attendance is based on your online activity and participation. You are expected to log in at least four times every week.

Submitting Assignments: All assignments must be submitted on Carmen.

Class Requirements and Assignments

<u>Quizzes</u>	20% of final grade	4 per semester
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Each quiz will have ten short answer questions about specifics from lectures and readings. Each quiz will be comprehensive and will cover material from *all* previous weeks. Student responses to questions in quizzes should not be longer than 50-75 words. The dates for when quizzes will be posted and will be due are:

<u>Weekly discussion responses</u>	20% of final grade	Weekly
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Students will be expected to post two things per week on carmen as part of weekly discussion responses (not due during spring break). These are:

1. **A question.** Every students is expected to post a question per week on carmen. The question should be about the reading or about the content discussed in lectures. If your question is about reading, make sure that it elicits responses that lead to thoughts rather than facts. Questions will be due by midnight every week on Thursdays starting the second Thursday of the semester. A question should not be more than 20-30 words.

10% of total discussion response grade

2. **An answer.** Every student is expected to answer a question a classmate has asked. Your answers should engage with the readings and your responses should be polite. If you

disagree with what your classmates may have implied, respond with proof from readings and be respectful. Answers will be due by midnight every week on Fridays starting the second Friday of the semester. If you find a question that interests you but has been answered by a different classmate already, feel free to answer it but make sure that your answer is different from your classmate's answer. An answer should not be more than 50-75 words.

10% of total discussion response grade

Everyone's postings will be accessible for everyone else to read.

Mind maps 20% of final grade

Each student will be required to come up with a mind map of two central concepts discussed in class. Examples of mind maps will be posted on Carmen and will be discussed during lectures. There will be two mind maps in the course of the semester.

Editorial 20% of final grade

Students will write two editorials in the course of the semester. We will discuss how to write the editorial during lectures. Students will be given a list of newspapers and news stories from South Asia to use as resources for editorials.

Final exam 20% of final grade

The comprehensive final exam will consist of five essay questions based on readings, lectures, and discussions the students have familiarized themselves with during the semester. Students will have one week to write the final exam.

Grade Calculation Summary

Quizzes	20%
Discussion response	20%
Editorial	20%
Mind map	20%
Final exam	20%
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Total	100%

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)

Late assignment

Late assignments will not be graded unless the student can provide written medical excuses from a physician's office.

Faculty feedback and response time

Grading and feedback: You can expect feedback within two weeks

Email: I respond to emails 8.00am-6.00pm on weekdays. I do not check emails over the weekend. During a weekday, you can expect a response within 24 hours

Discussion board: I will check and reply to messages in the discussion board every 24 hours on work days

Please contact 614-688-HELP for technical problems

Discussion and communication guidelines

The following are my expectations of how we should communicate as a class. Above all, remember to be respectful and thoughtful.

Writing style: Remember to write using good grammar, correct spelling, and punctuation. Informality is okay to some extent but in general write as if you are writing an email to a professor. Be respectful.

Citing your sources: When we have academic discussions, please cite your sources to back up what you say. Personal anecdotes tell us a lot and I am happy to have you share your experiences. Remember that personal experiences are not evidence for academic arguments and discussions. Cite academic references as evidence for your arguments. For course material, list the title and page, for online sources, include a link.

Academic services

The Ohio State University offers academic services to students. Academic services cover academic advising and related topics. You can get access to Student Academic Services at: <http://advising.osu.edu/welcome.shtml>

Student services

The Ohio State University offers student services. More information about student services can be found here: <http://ssc.osu.edu/>

Class schedule and readings

Readings marked with an * will be posted on carmen.

Part I History

The first four weeks introduce students to the history of Students learn about the history of this region. Students learn about South Asia as it developed to be what it is now. Students' interaction with history starts with the Indus valley civilization and ends with the creation of Bangladesh in 1971.

Week 1 South Asia, Pages 1-13

- Week 2 Modern South Asia, Pages 8-77
- Week 3 History of India, Pages 319-367
- Week 4 Modern South Asia, Pages 159-204

Part II Politics and International relations

The second part of this course makes students aware of the how politics works in South Asia. Students learn about how politics is influenced by the history of the countries in this region, and how countries in this region interact with the world.

- Week 6 South Asia in world politics, Pages 11-112
- Week 7 *Mitu Sengupta. Anna Hazare and the Idea of Gandhi. *The Journal of Asian Studies*,71, 2012

Part III South Asian Religions: Hinduism, Islam, Buddhism, Jainism, Sikhism, and others

Every major religion of the world is represented in South Asia. Learning about religion, practice of religion, and the lived experience of practicing religion is the goal of the next three weeks.

- Week 8 Religions of South Asia, Pages 1-8, 15-27, 57-82
- Week 9 Religions of South Asia, 201-246
- Week 10 *A.K. Ramanujan. Three Hundred Ramayanas: Five examples and three thoughts on translation. In *The Collected Essays of A. K. Ramanujan*, Oxford University Press. 2004

Part IV Gender, class, caste, and other social categories in South Asia

Students learn about gender, caste, class, and other social categories in South Asia. These social categories form the axis of discrimination and students discover how they are used and practiced in South Asia.

- Week 11 *Sunil K. Khanna et. al. Family-building strategies in urban India: converging demographic trends in two culturally distinct communities. In *Contemporary South Asia*, 17:2, 2009
- Week 12 *Reddy, Gayatri. *With Respect to Sex*. University of Chicago Press. 1-44
- Week 13 *Dirks, Nicholas (2001). *Castes of mind: Colonialism and the making of modern India*. Princeton University Press, Princeton, 63-81, 149-173

Part V South Asia and globalization

The way South Asia interacts with the world is the topic of the last part of this class. Students learn about the effects of globalization, neoliberalism, and world politics on South Asia.

Week 14 Prashad, Vijay. *The Karma of Brown Folk*. University of Minnesota Press. 2000. 1-47

Week 15 *Sen, Kunal. What a long, strange trip it's been: reflections on the causes of India's growth miracle. *Contemporary South Asia*, 17:4, 2009

Week 16 South Asia, Pages 125-156
Modern South Asia, Pages 182-206

Academic misconduct statement: 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](#).

Disability statement: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. 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.

**NELC 2220.02 *Introduction to South Asian Studies* [online offering]
GE Rationale – Culture & Ideas**

Course objective:

This course is designed (for students in any field) as a multi-disciplinary introduction to South Asia, primarily focusing on India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan, but also referring to Afghanistan, Tibet, and Maldives in geographical, political, cultural, and religious context and connections. The course presents an overview of South Asian geography, history, and politics, its international relations, and its role in the global economy. The course also introduces students to the diversity of South Asian culture, including South Asian religions, society, art, literature, and cinema.

Culture and ideas

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
 - a) Students get a picture of historicity of themes in South Asian lives experience
 - b) Each reading that has been chosen for this course addresses a fundamentally important issue of lived experiences in India, whether they pertain to religion, gender, caste, family lives etc.
 - c) The topics that students engage with each week cover various social issues pertaining to South Asian history, culture, and politics
 - d) Quizzes, weekly responses, final exam are the written assignments for the course. Each assignment is designed to provoke students to think about how human thought develops and is materialized in different cultures.
 - e) The focus of every assignment, lecture, and discussion during the course is to force students to understand how culture and representation are tied to broader influences like colonialism, globalization, access, and neoliberalism

2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.
 - a) Students get a sense of how influential history is to life in South Asia
 - b) Students get a sense of what the general public imagination was at a particular time periods in South Asian history, and the readings provide tools for students to interpret the contemporary lived experience as informed by history of the region
 - c) Students analyze human expression of various social forces and interpret how the expression influences contemporary life
 - d) Answers to each of these assignments will force students to look at their own cultural identities in an informed way
 - e) The readings will guide students to develop their thought processes and challenge their assumptions about South Asia. Students will be continually confronted with ideas that are meant to question their existing world view.

**NELC 2220.02 *Introduction to South Asian Studies* [online offering]
GE Rationale - Diversity: Global Studies**

Course objective:

This course is designed (for students in any field) as a multi-disciplinary introduction to South Asia, primarily focusing on India, Pakistan, Bangladesh, Sri Lanka, Nepal, and Bhutan, but also referring to Afghanistan, Tibet, and Maldives in geographical, political, cultural, and religious context and connections. The course presents an overview of South Asian geography, history, and politics, its international relations, and its role in the global economy. The course also introduces students to the diversity of South Asian culture, including South Asian religions, society, art, literature, and cinema.

Diversity: Global Studies

Expected Learning Outcomes:

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
 - a) Students learn about a new culture, and about how gender, caste, class, prejudice, discrimination, religion etc., influence the lives of people in this culture.
 - b) The readings for this course force students to engage with social issues as they pertain to one of the most culturally diverse regions of the world.
 - c) The topics that students engage with each week cover political, economic, cultural, and social aspects pertaining to South Asia, and the impact of South Asia in the region, and on other regions of the world.
 - d) Movie quizzes, forum responses, final exam are the written assignments for the course. Each assignment is designed to allow students the tools and opportunity to think and speak about how human thought develops in a world other than their own.

2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
 - a) Students learn about relevant social categories and their contexts in South Asia
 - b) The readings will give students a perspective on their own cultures but will also force them to understand how diversity works differently in different cultures
 - c) Students analyze human expression of various social forces and interpret how the expression influence lived experience in South Asia
 - d) Answers to each of these assignments will force students to look at their own culture is an informed way

GE Assessment Plan for Culture and Ideas. NELC 2220.02. Introduction to South Asia

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u> Students analyze and interpret major forms of human thought, culture, and expression.</p>	<p><u>Direct:</u> pre/post test; final exam question evaluation <u>Indirect:</u> student survey</p>	<p><u>Direct measures:</u> we expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> we expect 85% or more “strongly agree or somewhat agree” from students</p>	
<p><u>ELO 2</u> Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.</p>	<p><u>Direct:</u> pre/post test; final exam question evaluation <u>Indirect:</u> student survey</p>	<p><u>Direct measures:</u> we expect “excellent” or “good” from 80% or more of students <u>Indirect:</u> we expect 85% or more “strongly agree or somewhat agree” from students</p>	

APPENDIX TO ASSESSMENT RUBRIC FOR PROPOSED NELC 2220.02

Two examples of direct measures:

1. **Students will be given a pre-/post test to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a. *ELO 1 example question:* Has reading about colonialism in South Asia enabled you to interpret events in your own surroundings in a more critical and analytical fashion
 - b. *ELO 2 example question:* Has this course helped in developing a more critical eye when it comes to religious diversity? How can students apply tools skills or experiences from this class in making sense of other scenarios of religious conflict in other parts of the world?

2. **Questions from the final exam will be used to assess achievement of ELO 1 and ELO 2.** These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.
 - a. ELO 1 example question from final exam: How does linguistic diversity in South Asia interact with languages like Hindi in India, Punjabi in Pakistan, and with English throughout South Asia?
 - b. ELO 2 example question from final exam: How do interactions with religion and law color the everyday experiences of gender-based discrimination in South Asia? Give one example.

One example of indirect measure:

Students will be given a survey at the end of the semester asking them to evaluate whether they believe the course helped them to achieve the ELOs for the course. They will be given the options of: Strongly Agree-Somewhat Agree-Neutral- Somewhat Disagree-Strongly Disagree.

Thus, for example:

1. This course helped me analyze and interpret major forms of human thought, culture, and expression (ELO 1)

Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree (circle one)

2. This course helped me to evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree (circle one)

GE Assessment Plan for Culture and Ideas. NELC 2220.02. Introduction to South Asia

<p>GE Expected Learning Outcomes</p>	<p>Methods of Assessment <i>*Direct methods are required. Additional indirect methods are encouraged.</i></p>	<p>Level of student achievement expected for the GE ELO. <i>(for example, define percentage of students achieving a specified level on a scoring rubric)</i></p>	<p>What is the process that will be used to review the data and potentially change the course to improve student learning of GE ELOs?</p>
<p><u>ELO 1</u></p> <p>1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.</p>	<p><u>Direct:</u> pre/post test; final exam question evaluation</p> <p><u>Indirect:</u> student survey</p>	<p><u>Direct measures:</u> we expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> we expect 85% or more “strongly agree or somewhat agree” from students</p>	
<p><u>ELO 2</u></p> <p>Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.</p>	<p><u>Direct:</u> pre/post test; final exam question evaluation</p> <p><u>Indirect:</u> student survey</p>	<p><u>Direct measures:</u> we expect “excellent” or “good” from 80% or more of students</p> <p><u>Indirect:</u> we expect 85% or more “strongly agree or somewhat agree” from students</p>	

APPENDIX TO ASSESSMENT RUBRIC FOR PROPOSED NELC 2220.02

Two examples of direct measures:

1. **Students will be given a pre-/post test to assess their improvement with respect to ELO 1 and ELO 2. Student answers will be evaluated on a scale of Excellent-Good-Satisfactory-Poor. Example questions include:**
 - a. *ELO 1 example question:* has reading about South Asia reinforced your belief that gender representations and gender discrimination can be tied to class and caste in South Asia?
 - b. *ELO 2 example question:* How does religious diversity play a role in election campaigns in India? How is that different from the role religion plays in election campaigns in the United States?
2. **Questions from the final exam will be used to assess achievement of ELO 1 and ELO 2.** These questions will be assessed on a scale of Excellent-Good- Satisfactory-Poor.
 - a. ELO 1 example question from final exam: What role has religion played in forced migration across South Asia in the last three decades?
 - b. ELO 2 example question from final exam: has this course helped in developing a more critical eye when it comes to multilingualism and its role in South Asia? How can students apply tools skills or experiences from this class in making sense of other scenarios of difference such as bilingualism in the United States?

One example of indirect measure:

l. Students will be given a survey at the end of the semester asking them to evaluate whether they believe the course helped them to achieve the ELOs for the course. They will be given the options of: Strongly Agree-Somewhat Agree-Neutral- Somewhat Disagree-Strongly Disagree.

Thus, for example:

1. This course helped me analyze and interpret major forms of human thought, culture, and expression (ELO 1)

Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree (circle one)
2. This course helped me to evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

Strongly Agree-Somewhat Agree-Neutral-Somewhat Disagree-Strongly Disagree (circle one)

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: Introduction to South Asia (NELC 2220.02)

Instructor: Ila Nagar

Summary: Online Course Offering

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	✓			The learning objectives and competencies are supported by the course tools used in this course in the following ways. <ul style="list-style-type: none"> • Weekly readings • Weekly online video lectures • Student presentations • Debates • Online quizzes • Response assignments to student posts • Video viewing • Online office hours • Weekly response assignments such as topic based discussion board posts
6.2 Course tools promote learner engagement and active learning.	✓			Students will engage with the course materials and instructor on a weekly basis in the following ways to promote active learning. <ul style="list-style-type: none"> • Carmen LMS • YouTube • Carmen Connect • MS Office 365
6.3 Technologies required in the course are readily obtainable.	✓			All course technology listed in the syllabus is readily obtainable.
6.4 The course technologies are current.	✓			All course technology listed in the syllabus is current and can easily be accessed or downloaded with an internet connection and web browser.
6.5 Links are provided to privacy policies for all external tools required in the course.	✓			A privacy policy link has been included in the syllabus for YouTube. YouTube is the only external tool used in this course.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.	✓			A link to technical support for all tools being used in this course has been included in the syllabus.
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	✓			a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.	✓			b

7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.	✓			c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.2 Information is provided about the accessibility of all technologies required in the course.	✓			A link has been included in the syllabus for accessibility information for YouTube. YouTube is the only external tool being used in this course.
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.	✓			Recommend that resources be developed to address any requests for alternative means of access to course materials. These resources should be in formats that meet the needs of diverse learners.
8.4 The course design facilitates readability	✓			Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.
8.5 Course multimedia facilitate ease of use.	✓			All assignments and activities that use the OSU core common tool set (Carmen) at Ohio State facilitate ease of use with embedded multimedia. YouTube also facilitates ease of use for multimedia being used in the course.

Reviewer Information

- Date reviewed: 2/13/2017
- Reviewed by: Mike Kaylor

Notes:

^aThe University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know via email immediately so that we can privately discuss options. You are also welcome to register with Student Life Disability Services to establish reasonable accommodations. 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. **Consider putting text for the accessibility statement in BOLD 16 pt font.**

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.