

## Term Information

Effective Term Spring 2023

## General Information

Course Bulletin Listing/Subject Area South Asia Studies  
Fiscal Unit/Academic Org Near Eastern Languages/Culture - D0554  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3220  
Course Title Citizenship in South Asia  
Transcript Abbreviation CitizenSouthAsia  
Course Description By way of examining literature, historical accounts, primary writings from known historical figures, and contemporary Indian film, this course engages students with a look at how citizenship is imagined in nation states, how it was imagined in colonial India, and how it is manifest in post-colonial South Asia.  
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, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites None  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

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

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## Requirement/Elective Designation

Citizenship for a Diverse and Just World

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**

- Describe and analyze perspectives on citizenship that are pertinent to South Asia
- Describe and analyze social categories that are relevant to understanding citizenship in South Asia
- Analyze elements that are common to citizenship across nations and show competence in discussing global citizenship
- Understanding of how diversity in South Asia interacts with citizenship and power structures local to South Asia
- Show an understanding of how legislative process and social hierarchies interact with the idea of citizenship

### **Content Topic List**

- South Asian cultures
  - Citizenship in South Asia
  - South Asian Governments
  - South Asian religions
  - The Desi Diaspora
  - Globalization
- No

### **Sought Concurrence**

## Attachments

- SASIA 3220 Online approval asc cover sheet August 2021-1.pdf: DL Cover Sheet  
*(Cover Letter. Owner: Blacker, Noah)*
- Syllabus SASIA 3220 (1)(1).docx: Updated Syllabus  
*(Syllabus. Owner: Carmichael, Phoebe Cullen)*
- GE Form-Citizenship.pdf: GE Citizenship Form  
*(GEC Model Curriculum Compliance Stmt. Owner: Carmichael, Phoebe Cullen)*

## Comments

- Updated syllabus and GE form based on Panel feedback. *(by Carmichael, Phoebe Cullen on 10/07/2022 02:26 PM)*
- Please see Panel feedback email sent 08/02/2022. *(by Hilty, Michael on 08/02/2022 08:07 AM)*
- Updated Syllabus with revisions uploaded *(by Blacker, Noah on 04/21/2022 02:40 PM)*
- - GE form completed by faculty member has not been uploaded.
  - Remember that per OAA all GE courses in new GE need to be checked off for all campuses (or please provide rationale why not). *(by Vankeerbergen, Bernadette Chantal on 10/05/2021 01:20 PM)*

**COURSE REQUEST**  
3220 - Status: PENDING

Last Updated: Vankeerbergen,Bernadette  
Chantal  
11/03/2022

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Blacker,Noah	09/30/2021 01:55 PM	Submitted for Approval
Approved	Levi,Scott Cameron	09/30/2021 01:55 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/05/2021 01:20 PM	College Approval
Submitted	Blacker,Noah	10/06/2021 07:26 AM	Submitted for Approval
Approved	Levi,Scott Cameron	10/06/2021 07:34 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	10/06/2021 10:33 AM	College Approval
Revision Requested	Hilty,Michael	11/18/2021 12:32 PM	ASCCAO Approval
Submitted	Levi,Scott Cameron	11/18/2021 12:34 PM	Submitted for Approval
Approved	Levi,Scott Cameron	11/18/2021 12:35 PM	Unit Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/18/2021 12:36 PM	College Approval
Submitted	Blacker,Noah	04/21/2022 03:14 PM	Submitted for Approval
Approved	Levi,Scott Cameron	04/21/2022 03:32 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/21/2022 03:56 PM	College Approval
Revision Requested	Hilty,Michael	08/02/2022 08:07 AM	ASCCAO Approval
Submitted	Carmichael,Phoebe Cullen	10/07/2022 02:27 PM	Submitted for Approval
Approved	Liu,Morgan Yih-Yang	10/07/2022 03:07 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/03/2022 01:32 PM	College Approval
Pending Approval	Cody,Emily Kathryn Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Hilty,Michael Vankeerbergen,Bernadette Chantal Steele,Rachel Lea	11/03/2022 01:32 PM	ASCCAO Approval

# SYLLABUS: CITIZENSHIP IN SOUTH ASIA

**SASIA 3220**

**3 CREDIT HOURS**

## Course overview

### Instructor

Instructor: Ila Nagar

Preferred contact method: by email at [nagar.5@osu.edu](mailto:nagar.5@osu.edu)

Office hours: Tuesday 10am-11am and by appointment

Office Location: Hagerty 320

### Prerequisites

None

### Course description

By way of examining literature, historical accounts, primary writings from known historical figures, and contemporary Indian film, this course engages students with a look at how citizenship is imagined in nation states, how it was imagined in colonial India, and how it is manifest in post-colonial South Asia. While students learn factual information about South Asia, the fundamental goal of this class is to provide an advanced introduction to ways in which definitions, narratives, and lived realities about what it means to be a citizen of a country change over time. The course is set in South Asia, but it will force students to examine the histories of their own nations and cultures.

### Course learning outcomes

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

- Describe and analyze perspectives on citizenship that are pertinent to South Asia
- Describe and analyze social categories that are relevant to understanding citizenship in South Asia
- Analyze elements that are common to citizenship across nations and show competence in discussing what it takes to be a global citizen

- Show an understanding of how diversity in South Asia interacts with citizenship and structures of power local to South Asia
- Show an understanding of how legislative process and social hierarchies interact with the idea of citizenship

## GE Course Information

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

- GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.
  - ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
  - ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
  - ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.
  - ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

### Specific Expectations of Courses in Citizenship

- GOAL 1: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.
  - ELO 1.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
  - ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

- GOAL 2: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.
  - ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.
  - ELO 2.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

**How the course fulfills these goals:** Students will learn how **citizenship** works in the context of India. As a newly independent country and the world's largest democracy, India presents a picture that is historical, global, diverse, as well as internationally relevant. The course prepares students to see how **citizenship** was achieved and is debated and maintained in the context of India. This context remains relevant for the rapidly globalizing world where India sits at a strategically critical place. Students learn how the ideal Indian **citizen** serves the nation and how the parameters of what counts as ideal service have changed through the decades. Students critique parameters of **citizenship** and learn how to evaluate these parameters from a critical perspective. Through the course of the semester, students learn about India's relationship with Pakistan, China, and the United States and why the relationships are relevant in understanding how ideas of **citizenship** are fluid. Students will also learn about the hegemony of the Hindi language and north-Indian cultures in India. Through an analysis of India's place in the Indian sub-continent and north-India's place in India, students will understand the social, political, global, and linguistic stakes in being a **citizen** of India. By charting a history of India, students also learn the perils of being Indian for Indian Muslims, Dalits, and indigenous peoples. Students will learn how the current Hindu nationalist government silences Indians and how this silencing can take different forms.

## Required texts

*Jhoothan* by Omprakash Valmiki (available as an ebook at the OSU library. Visit [library.osu.edu](http://library.osu.edu) for more information)

All other readings will either be available at the library([library.osu.edu](http://library.osu.edu)) or on carmen.

A subscription to Netflix is required for this class.

## HOW THIS ONLINE COURSE WORKS

**Mode of delivery:** This course is 100% online. There are no required sessions when you must be logged in to Carmen at a scheduled time.

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

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

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

- **Participating in online activities for attendance: AT LEAST ONCE PER WEEK**

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

- **Office hours and live sessions: OPTIONAL**

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

**Participating in discussion forums: 2+ TIMES PER WEEK**

As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics.

## Course technology

The instructor does not provide technical support. For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** [8help@osu.edu](mailto:8help@osu.edu)
- **TDD:** 614-688-8743

The above support information applies to *all* Carmen components, including Discussions, Groups, Modules, Carmen Zoom, Messages, etc. It also applies to other OSU resources like viewing materials in the Secure Media Library and the U.OSU blogging platform. For issues with using the OSU Libraries catalog for research, accessing electronic databases, or circulation, contact the Libraries directly.

- **Self-service and chat support:** <http://libanswers.osu.edu>
- **Phone:** 614-292-6785

- Email: <http://libanswers.osu.edu/q.php>

### Baseline technical skills necessary for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

### Technology skills necessary for this specific course

- Carmen Zoom text, audio, and video chat
- Collaborating using Carmen's Groups tools
- Recording, editing, and uploading audio/visual projects, should you choose that option for your final project, a written option is also available

#### Necessary equipment

- Computer: current Mac (OS X) or PC (Windows 10+) with high-speed internet connection
  - A tablet is an acceptable alternative as long as you have a keyboard and the capacity to save documents as Word files or PDFs
- Microphone: built-in laptop or tablet mic or external microphone
- Webcam is a plus

### Necessary software

- Word processor capable of saving in .doc, .docx, or .pdf formats (recommended: [Microsoft Office 365 ProPlus](#)): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Each student can install Office on five PCs or Macs, five tablets, and five phones.
  - Students are able to access Word, Excel, PowerPoint, Outlook and other programs, depending on platform. Users will also receive 1 TB of OneDrive for Business storage.
  - Office 365 is installed within your BuckeyeMail account. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>.
  - You are not required to use Microsoft Office. However, any assignments submitted through Carmen dropbox will *only* be accepted in .doc, .docx, and .pdf formats. No submissions via Google Docs, Box, Word Online, or OneDrive.
- Web browser: it is strongly recommended that you use Google Chrome for this course, especially for Carmen Zoom meetings and video streaming. Safari is not fully compatible with Carmen Zoom and some OSU video services. You are responsible for ensuring that your chosen browser works properly with all course technologies.



## Carmen access

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

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions ([go.osu.edu/add-device](http://go.osu.edu/add-device)).
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application ([go.osu.edu/install-duo](http://go.osu.edu/install-duo)) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

## Grading and faculty response

### Grades

• Assignment or category	• Points
• Discussion Questions. Three per term	• 15. 5 each
• Editorial. Two per term	• 20. 10 each
• Walk in my shoes. 1 podcast per term	• 20
• Midterm take-home exam	• 15
• Final paper abstract with annotated bibliography	• 10
• Final paper	• 20
• Total	• 100

*See course schedule below for due dates*

## Assignment information

**Discussion Questions:** Students will respond to three discussion question prompts that entail thinking about and reflecting upon social justice, implications of diversity, intercultural competence **and how these influence the debate on citizenship and who gets to be a citizen.** Prompts will be posted five days before they are due and will be discussed in class. All student responses will be open to the rest of the class to see and comment on. Responses should not be more than 500 words and must include reference to at least one reading. **Value: 5 points each**

**Editorial.** Students will write two editorials in the course of the semester. **Topics for editorials will directly address matters pertaining to citizenship in the context of India and South Asia.** We will workshop how to write the editorial during class. Students will be given a list of newspapers and news stories from South Asia to use as resources for editorials. **Value: 10 points each**

### **Mid-Term Exam, on date indicated on the syllabus**

There will be one take-home midterm exam. This exam will cover the first eight weeks of class material. This exam will have essay questions where students will be asked to respond to five questions in 200-250 words **about what they have learned about citizenship from material covered in class so far.** Students will have five days to complete this exam. **Value 15 points**

*Excellent* exams will demonstrate **complete understanding** of the basic concepts introduced in the first eight weeks of the class. Essays will be well written, well organized, with clear thesis statements and nearly no mechanical errors. **They will make direct reference to the readings, use actual examples to make their points, and will show an element of original thought.**

**Podcast.** Podcasts must be done in a group of two or three around a topic that relates to **citizenship** in South Asia broadly. Students can pick topics about how current events, historical events, issues specific to South Asia as a whole or any country in South Asia, and issues with implications unique to South Asia as a whole or a country in South Asia affect **citizenship.** Podcasts are not just about facts, they can also be about opinions. Group members should rehearse their podcasts and present them as a discussion between two 'experts' where facts and opinions are discussed in tandem for consumption by the general public. We will workshop podcasts in class in the first half of the semester.

**Final Project.** The final version of the academic project will be a 5-8 page (1500-2000 words) paper that analyzes an issue or topic such as caste **and citizenship**, religion **and citizenship**, democracy **and citizenship**, secularism **and citizenship**, or intersectionality **and citizenship**, that you find interesting. You must discuss **the historical significance of your topic**, including **discussions of at least five research articles or book chapters that address aspects of the issue, the conflict the issue creates or has created, and the social, cultural, and political significance** of your chosen topic, drawing in some readings from class discussion. This will require some research on your part. **This is an individual project.**

***Project Title, Abstract and Annotated Bibliography, due on date indicated in schedule, Value 10 points***

Each student will turn in an abstract of your final project along with an annotated bibliography. The abstract should be about 300 words. It should include your thesis statement, which should state clearly and precisely the topic, its significance, and the social, cultural, and political significance of your example **to citizenship in India and South Asia**. Your annotated bibliography (not part of the 300 word limit) should list no fewer than 5 sources that you will draw from in documenting the claims you make about your example. You should include a minimum of three and a maximum of five sentences per source that explains why it is important for supporting your thesis. Your sources can include readings on the syllabus, but they must also go beyond what we have read together. These should not be fan sites on the web or official websites maintained by the artists. They should be critical scholarly or journalistic articles or book chapters

- Each student will share their abstract and bibliography with their small group for discussion and review. This activity will happen during class.

***Final Paper, due on date indicated in schedule, Value 20 points***

Your final paper should be a thorough development and demonstration of your thesis, well supported by the sources you cite in your bibliography as well as any other sources that you find during your research. Your paper must be well written, proofread, free of typographical and grammatical errors. You may not copy and paste material from the internet. That is plagiarism. You must write your own sentences and create your own analyses and interpretations of your example.

## Late assignments

**No late work will be accepted without consent from me** (this consent will only be given in the rarest emergencies). Do your assignments well in advance, save your work frequently and in multiple locations, know where the nearest computer lab is in case of technical problems, lock up your dog, do whatever you need to do to ensure that assignments will be handed in on time. **I recommend you write your Carmen posts in a separate document or copy them before you attempt to post so you have them if the post fails to go through.** “Carmen ate my homework” is the new “the dog ate my homework”—and is not an excuse.

## Grading scale

It is your responsibility to keep up with your average and expected grade for the course; I do not give out approximate averages. The best way to calculate an average is to divide the total points you have earned by the total points available to date in the semester, and then multiply by 100.

93–100: A	73–76.9: C
90–92.9: A-	70 –72.9: C-
87–89.9: B+	67 –69.9: D+
83–86.9: B	60 –66.9: D
80–82.9: B-	Below 60: E
77–79.9: C+	

## Faculty feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call **614-688-HELP** at any time if you have a technical problem. I do not provide technical support, but I do provide support with things *missing* from Carmen, so contact me ASAP if you cannot see required reading, a dropbox, or something similar.)

### Grading and feedback

For weekly assignments, you can generally expect feedback within **7 days**. This includes your discussion questions and wiki contributions. Note that feedback on discussion boards will not necessarily be individual; it may consist of a post or comment directed at your whole group, or at a specific thread. For large assignments such as papers or midterms, you can generally expect grades within **two weeks**.

### E-mail

I will reply to e-mails within **24 hours on school days**. I make every effort to reply on the same business day to emails sent before 5pm. Receiving an email from me after hours or on the weekend is not a guarantee that I will reply after hours in the future.

# Attendance, participation, and discussions

## Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in: AT LEAST ONCE PER WEEK TO PASS THE CLASS**  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays or weeks with minimal online course activity. (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.

Recorded lectures will be a requirement for students within the course.

- **Excused absences/non-participation:**  
Excuses for missing an entire week of participation are similar to excused absence excuses in an in-person class. **There are no exceptions to this policy.**

## Discussion and communication guidelines

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

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

## Other course policies

### Academic integrity policy

#### Policies for this online course

- **General policy:** Plagiarism is the unauthorized use of the words or ideas of another person, misrepresenting someone else’s work as your own with or without their knowledge, quoting or paraphrasing without citing the original source, or providing work for someone else to use as their own. Plagiarism is absolutely not permitted in any assignment or venue used in this course: tests, papers, reviews, multimedia

productions, discussion posts, your digital presence in live discussions, etc. It is a serious academic offense that will result in a report to the Committee on Academic Misconduct and potentially career-altering consequences. The University's policies on plagiarism are described in detail in your student policies handbook. Please read this information carefully, and remember that at no point should words or ideas that are not your own be represented as such.

- **Exams:** You must complete the midterm yourself, without any external help or communication.
- **Written assignments:** In formal assignments, you should follow MLA style to cite the ideas and words of your research sources. Comprehensive information on MLA citation can be found here: [https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html). You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work. The Writing Center is a great resource for proofreading and advice on improving your writing; distance appointments are available. See Resources section of this syllabus.
- **Collaboration and informal peer-review:** While study groups and peer-review of major written projects is encouraged, remember that comparing answers on a quiz or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

## Ohio State's academic integrity policy

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

## Accessibility accommodations for students with disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on a 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)

### Resources for Success and Well-Being

**This course:** My approach to teaching is to facilitate student learning and success. I am not interested in penalizing students who are making a good-faith effort to produce high-quality work. We can make a plan for ensuring you can meet course requirements. Consulting early demonstrates your ability to plan ahead and advocate for yourself, and will get more sympathy than a panicked request on the due date.

**Academic well-being:** There are many resources available at OSU for students who would like academic support, including the Writing Center, Dennis Learning Center, and other services. If

you find yourself in circumstances that pose a serious challenge to your ability to keep up academically (e.g. ongoing family crisis, chronic illness, hospitalization, financial crisis, or being a victim of violence), Student Advocacy is available to help you manage the situation.

- Writing Center: <http://cstw.osu.edu>
- Dennis Learning Center: <http://dennislearningcenter.osu.edu>
- Student Advocacy: <http://advocacy.osu.edu>
- An overview of student academic services and other direct links can be found here: <http://advising.osu.edu/welcome.shtml>

**Personal well-being:** OSU also has resources to help with emotional and bodily health. Counseling and Consultation Services (<http://ccs.osu.edu>, 614-292-5766), located in the Younkin Center on Neil Avenue and in Lincoln Tower, provides mental health care, referrals, counseling groups, wellness workshops, and substance abuse resources. They can help with feeling down, anxiety, difficulty concentrating, lack of motivation, interpersonal relationship problems, and substance abuse. CCS has an after-hours crisis line that can be reached at their main number, 614-292-5766 (ext. 2) outside of office hours. During work days, emergency consultations are also available. Outside resources include the **National Suicide Prevention Hotline (1-800-273-TALK)** and the **Crisis Text Line**, which can help you talk through any kind of crisis, including self-harm, domestic abuse, depression, sexual assault, family and friend problems, substance abuse, grief, and other situations (**text START to 741-741**).

- An overview of student well-being services can be found here: <http://ssc.osu.edu>.

Healthcare is available for all students at the Wilce Student Health Center on campus and accepts many insurance plans; it is mostly free for those on OSU student health insurance. If you are ill, they can give you an absence excuse as well as treatment. Same-day weekday appointments are available. After hours and on weekends, there are OSU urgent care facilities near campus that accept insurance; see <https://shs.osu.edu/emergencies/after-hours-care/>.

Increasing numbers of students are finding themselves without adequate food. The Buckeye Food Alliance (<https://www.buckeyefoodalliance.org>, 614-285-4067) runs a free food pantry for OSU students in Lincoln Tower, Suite 150, that is open four days a week.

Sexual assault crisis services are available to people of all genders and orientations through the local SARNCO hotline (614-267-7020) and area hospitals. Ongoing support is available through Counseling and Consultation and Wilce Student Health. OSU Hospital, CCS, and SARNCO are confidential. You can also find support and ways to report sexual assault or harassment through the University's Title IX office (<http://titleix.osu.edu>), which does not guarantee confidentiality. Be aware that many other OSU academic and coaching staff are mandatory reporters (required to convey reports of assault to the University) and also cannot guarantee confidentiality. (To be clear, I absolutely will help you get assistance, but you have a right to be aware of OSU's reporting policies.) Choose the support system that is right for you. Being a victim/survivor of sexual assault is never your fault, and you have the right to compassionate help.



***Please do not hesitate to reach out if you are struggling and need help finding assistance.***

## Course schedule (tentative)

This course is divided into two parts and fifteen modules. Each module represents a week and is associated with a broad topic.

	Topic and Reading	Critical points covered	Assignment
<b>Part I. Colonial past and citizenship</b>			
Module 1. Week 1 August 24-27	Syllabus. Course overview Defining citizenship Reading: <a href="https://plato.stanford.edu/entries/citizenship/">https://plato.stanford.edu/entries/citizenship/</a>	Who is a citizen? What makes a nation? Who decides?	
<b>Why is this about citizenship?</b>	<b>Students learn about what is citizenship and how it is imagined in a Western context, in a non-Western context, and the history and relative newness of the idea of citizenship.</b>		
Module 2. Week 2 August 30-September 3	Road to Independence (Gandhi and Nehru) Gandhi, Mohandas K. <i>Hind Swaraj and Other Writings</i> Available on carmen Nehru Chapter 1 from <i>The Discovery of India</i> Available on carmen	Gandhi and nation state Nehru and nation state Their influence on the nation's psyche	
<b>Why is this about citizenship?</b>	<b>When India became independent in 1947, the two most prominent players in the movement for independence, Mahatma Gandhi and Jawaharlal Nehru, had drastically different ideas about how the new nation should imagine itself. Students learn about their vision and influence of these individuals on the idea of what a citizen should do in the context of South Asia.</b>		
Module 3. Week 3 September 7-10	Road to Independence (Ambedkar and Jinnah) Select speeches by Muhammad A. Jinnah. In <i>Sources of Indian Tradition</i> , Vol. 2. Selections from Ambedkar, B. R. <i>What the Congress has done for the Untouchables</i> . Available on carmen	Ambedkar and nation state <ul style="list-style-type: none"> <li>• caste in colonial India</li> </ul> Jinnah and nation state	Response to prompt 1 due

		<ul style="list-style-type: none"> <li>Religion and colonial India</li> </ul>	
Why is this about citizenship?	Caste and ideas about progressively doing away with caste were the concern of B.R. Ambedkar. Religion, specifically Islam and its place in modern independent India was the concern of M.A. Jinnah. Students learn how these two men and their mission fundamentally changed the life of “untouchable” and Muslim citizens of India.		
Module 4. Week 4 September 13-17	Creation of the nations (India and Pakistan) Readings: <i>Modern South Asia</i> . Chapters 15-17. Sadat Hasan Manto. "Toba Tek Singh."	Democracy Religion as basis for nation state Partition	
Why is this about citizenship?	How does the partition between India and Pakistan live on today? The partition divided the nations along the lines of religion and saw unmentionable violence. How does a modern nation born of such violence imagine its present and its past? How do Hindus, Muslims, and Sikhs imagine their place in India as citizens? Are Hindus more legitimate citizens? Are Muslims?		
Module 5. Week 5 September 20-24	Creation of the nations (India, Pakistan, Bangladesh) Readings: <i>Modern South Asia</i> . Chapter 18. <a href="https://scroll.in/article/808023/has-bangladesh-finally-buried-the-ghosts-of-1971-war-crimes-along-with-motiur-rahman-nizami">https://scroll.in/article/808023/has-bangladesh-finally-buried-the-ghosts-of-1971-war-crimes-along-with-motiur-rahman-nizami</a>	Secularism Language and nation state India-Pakistan wars and the creation of Bangladesh	Editorial 1 due
Why is this about citizenship?	Language played a very important role in the creation of Bangladesh in 1971. We study the role of language in the creation of Bangladeshi citizens. In the context of India, we study the role language plays in identity. How does a nation with 26 national languages maintain a sense of belonging and oneness for its citizens?		
Module 6. Week 6 September 27-October 1	Local considerations (caste) Reading: Joothan	Caste hierarchies Discrimination Subjugation	Podcast group make-up and topic due
Why is this about citizenship?	Even when constitutions and laws promise so, not every citizen is created equal. We study the role of caste in the lives of lower-caste citizens of India.		
Module 7. Week 7	Kashmir (Afghanistan and the United States)	Territorial claims	Response to prompt 2 due

October 4-8	Reading: Basharat Peer Available on carmen	<ul style="list-style-type: none"> <li>• Kashmir</li> <li>• Kashmiris as citizens of India</li> </ul>	
Why is this about citizenship?	Even when constitutions and laws promise so, not every citizen is created equal. We study the role of religion in the lives of Muslim citizens of India specifically in the context of Kashmir.		
Part II. Postcolonial present and confrontations with modernity			
Module 8. Week 8 October 11-13	Redefining citizenship for the 'modern' world Banerjee, Sikata. 2003. Gender and Nationalism: The Masculinization of Hinduism and female Political Participation in India. <i>Women's Studies International Forum</i> , 26: 2, 167 – 179 Available on carmen	Caste Class Gender Urban/rural divide	
Why is this about citizenship?	How does change in government interact with change in ideology about who is an ideal citizen? How does gender interact with citizenship?		
Module 9. Week 9 October 18-22	Fall break Globalization? Watching: Bombay Talkies (available on Netflix)	What is modernity?	Midterm exam
Why is this about citizenship?	Gandhi is said to be painfully austere. He, as the father of the nation, could not have imagined India's path to economic super growth. How does a globalized Indian citizen see herself several decades after Gandhi? How does this contradict how an Indian citizen is supposed live and be?		
Module 10. Week 10 October 25-29	Campaigns to redefine citizens/Of toilets and citizens 'Clean India' Watching: Toilet: <i>Ek prem katha</i>	The idea of 'Development' in the Indian context Government and governing	Final paper topic due
Why is this about citizenship?	Development and infrastructure usually destroy the lives, livelihoods, and lands of the most vulnerable populations. This week students will learn how some citizens' development is another citizens' loss of livelihood and even life.		
Module 11. Week 11 November 1-5	Laws and citizens (Sedition, Section 377, Article 125) Reading: The text of the laws Ratna Kapoor (2020) Gender and the "faith" in law: equality, secularism, and the rise of the Hindu Nation.	Law and social hierarchy Defining ideal citizens Hindu nationalism and Indians	Editorial 2 due

	Available on carmen		
Why is this about citizenship?	Students learn how laws and legal maneuvers define and redefine ideal citizens.		
Module 12. Week 12 November 8-12	Untouchable citizens, Muslim citizens Reading: Foreword and Chapter 1 from <i>Practicing Caste</i> (available as an ebook at library.osu.edu) A.K. Ramanujan. Three Hundred Ramayanas: Five examples and three thoughts on translation. Available on carmen	Touching and untouching Hindu gods and Indian Muslims	Podcast group make-up and topic due
Why is this about citizenship?	Students learn about the interactions between religion and citizenship. Are followers of one religion better/more powerful/have more say than followers of a different religion?		
Module 13. Week 13 November 15-19	LGBT Citizens, Women as citizens, Intersectionality(?) in the South Asian context Reading: Nagar <i>Being janana</i> chapter 2 Evaluating Saris: Social Tension and Aesthetic Complexity in the Textile of Modern India Available on carmen	Sexuality Interactions between gender and religion Living life in South Asia	Response to prompt 3 due
Why is this about citizenship?	Students learn how marginalized people interact with the idea of citizenship.		
Module 14. Week 14 November 22-23	Citizens who moved away (NRIs, OCIs, Desis, and diasporas) Prashad, Vijay. <i>The Karma of Brown Folk</i> . University of Minnesota Press. 2000. 1-47, 133-157	Who is a desi? Being brown citizens of the West	Final paper abstract and reading list due
Why is this about citizenship?	How does a country interact with its former citizens? And what roles can former citizens play in the politics of the country?		
Module 15. Week 15 November 28- December 3	WEEK 15 Who is an Indian/Pakistani/Bangladeshi? Martha Nussbaum. Patriotism and Cosmopolitanism. ( <a href="http://bostonreview.net/martha-nussbaum-patriotism-and-cosmopolitanism">http://bostonreview.net/martha-nussbaum-patriotism-and-cosmopolitanism</a> )	Patriotism Nationalism Critique and risk	

Why is this about citizenship?	Who is an ideal citizen of a country? What are they supposed to do and believe in?		
December 6-8	Wrap-up Watching: <i>India from above</i> . National Geographic	How we see South Asia? Upend	
Why is this about citizenship?	In the context of India and South Asia, students should have learned the history of citizenship in the country(s) and that the status of citizens as such depends on who they are. Everyone is not an equal citizen. Students discuss what this means for life in South Asia or anywhere else.		
December 14			Final paper due

# GE THEME COURSES

## Overview

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

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

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

Course subject & number

## General Expectations of All Themes

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

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

Course subject & number

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

**ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

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

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

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

**ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)



Course subject & number

Specific Expectations of Courses in Citizenship

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

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

**ELO 1.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

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

**ELO 2.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

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

# Distance Approval Cover Sheet

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

Course Number and Title:

### Carmen Use

Please consider using [ASC's distance learning course template](#). For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

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

Enter additional details if you responded no

### Syllabus

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

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

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

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

Additional comments (optional):

### Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

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

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

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

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

Regular opportunities for students to receive personal instructor feedback on assignments

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

## Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies.

Course tools promote learner engagement and active learning.

Technologies required in the course are current and readily obtainable.

Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

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

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

## Workload Estimation

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

Course credit hours align with estimated average weekly time to complete the course successfully.

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

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

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

## Accessibility

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

Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

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

Additional comments:

## Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating:

Additional comments:

## Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

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

Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation

Variety of assignment formats to provide students with multiple means of demonstrating learning

Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

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

## Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

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

Opportunities for students to interact academically with classmates through regular class discussion or group assignments



Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum

Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

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

## Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

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

Instructor explanations about the learning goals and overall design or organization of the course

Context or rationale to explain the purpose and relevance of major tasks and assignments

Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools

Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting

Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress

Opportunities for students to provide feedback on the course

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

## Additional Considerations

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

**Syllabus and cover sheet reviewed by Jeremie Smith on 8/30/2021**

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