

## Term Information

Effective Term Spring 2025  
*Previous Value* Autumn 2021

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Adding Traditions, Cultures, and Transformations GEN Theme designation.

**What is the rationale for the proposed change(s)?**

Allow students who take this class to fulfill a GEN Theme requirement.

**What are the programmatic implications of the proposed change(s)?**

**(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?**

None

**Is approval of the request contingent upon the approval of other course or curricular program request? No**

**Is this a request to withdraw the course? No**

## General Information

Course Bulletin Listing/Subject Area South Asia Studies  
Fiscal Unit/Academic Org Near East S Asian Lang/Culture - D0554  
College/Academic Group Arts and Sciences  
Level/Career Graduate, Undergraduate  
Course Number/Catalog 5241  
Course Title Interdisciplinary Approaches to South Asian Studies  
Transcript Abbreviation Survey South Asia  
Course Description A connection of the disparate threads of the geographic and cultural entity of South Asia, offering an overview and interdisciplinary perspective on the factors that affect everyday life in the region.  
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? No  
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  
*Previous Value* Columbus

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	English 1110 or completion of GE Foundation Writing and Information Literacy course.
<b><i>Previous Value</i></b>	<i>Prereq: English 1110.</i>
<b>Exclusions</b>	Not open to students with credit for NELC 5241
<b>Electronically Enforced</b>	No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	05.0112
<b>Subsidy Level</b>	Doctoral Course
<b>Intended Rank</b>	Junior, Senior, Masters, Doctoral

## Requirement/Elective Designation

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

***Previous Value***

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

## Course Details

<b>Course goals or learning objectives/outcomes</b>	<ul style="list-style-type: none"><li>• The course presents an overview of research methods to study South Asian and its international relations, and its role in the global economy.</li><li>• This course is designed (for students in any field) as a multi-disciplinary introduction to South Asia in geographical, political, cultural, and religious context and connections.</li><li>• The course also introduces students to the diversity of South Asian culture, including South Asian religions, society, art, literature, and cinema.</li></ul>
<b>Content Topic List</b>	<ul style="list-style-type: none"><li>• Study of the role of language in shaping identity in South Asia</li><li>• Consideration of religion as a motivating force in South Asian politics</li><li>• Analysis of the relationship between art and expressiveness in South Asia</li><li>• History of the aftermath of colonialism in South Asia</li><li>• Consideration of how South Asia is positioned for the future</li></ul>
<b>Sought Concurrence</b>	No

**COURSE CHANGE REQUEST**  
5241 - Status: PENDING

Last Updated: Liu,Morgan Yih-Yang  
07/12/2024

**Attachments**

- 5241. Interdisciplinary Approaches to South Asia. TTaC. 2023 (1).docx: Syllabus  
*(Syllabus. Owner: Carmichael,Phoebe Cullen)*
- Submission-Traditions, Cultures, and Transformations.pdf: GE Rationale  
*(Other Supporting Documentation. Owner: Carmichael,Phoebe Cullen)*
- Cover letter (1).docx: Cover Letter  
*(Cover Letter. Owner: Carmichael,Phoebe Cullen)*

**Comments**

- See feedback email sent to department 09-18-2023 RLS *(by Steele,Rachel Lea on 09/18/2023 03:19 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Carmichael,Phoebe Cullen	08/11/2023 01:01 PM	Submitted for Approval
Approved	Liu,Morgan Yih-Yang	08/14/2023 09:20 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	08/18/2023 03:35 PM	College Approval
Revision Requested	Steele,Rachel Lea	09/18/2023 03:19 PM	ASCCAO Approval
Submitted	Carmichael,Phoebe Cullen	07/11/2024 04:28 PM	Submitted for Approval
Approved	Liu,Morgan Yih-Yang	07/12/2024 04:00 PM	Unit Approval
Pending Approval	Vankeerbergen,Bernadette Chantal	07/12/2024 04:00 PM	College Approval

Dear Members of the Themes Panel and TAG,

Thank you for your feedback on the course. Below I provide details of how I have responded to the feedback. I have taken a student focused approach to making these changes. This has primarily translated to making all changes transparent to students.

1. The reviewing faculty ask that the department include more information in both the syllabus and the GEN Submission form regarding how the ELOS correspond with the themes of the course. Specifically, they would like more information about how the course fulfills ELOs 3.1, 3.2 and 3.4, with special attention to aspects of culture and tradition beyond militarization. [Since the syllabus is the student-facing document, I have added explanations to the syllabus. Most explanations are in blue font. The additions to the syllabus explain which topics \(six, in total\) respond to which ELOs. Explanations about how the topics and ways in which the topics are studied respond to ELOs are also provided.](#)
2. The reviewing faculty ask that the department remove from the syllabus and the GEN Submission Form language that describes the course as “introductory” or “an introduction”, as courses in the GEN Themes category are intended as an advanced, rather than introductory, study of a topic. [Reference to “an introduction” has been removed from the syllabus.](#)
3. The reviewing faculty request that the department provide more details in both the syllabus and the GEN Submission form about the specific assignments and activities that will allow students to demonstrate mastery of ELOs 1.1, 1.2, 2.1, and 2.2. [Since the syllabus is the student-facing document, I have added which assignments align with which ELO in the assignment section of the syllabus. Since assignments a bit self-explanatory and assignments and guidelines associated with assignments evolve in the classroom, I have not added significant explanations beyond what the syllabus provided in its first iteration.](#)
4. The reviewing faculty ask that the department correct the GEN Goals (syllabus pg. 1-2) to remove mention of the “Lived Environment” Theme. The GEN Goals and ELOs for all categories are available in an easy-to-copy/paste format on the Arts and Sciences Curriculum and Assessment Services website. [I have corrected this error on syllabus pg. 1-2.](#)
5. The reviewing faculty request that the department review the syllabus for inconsistencies, errors, and incomplete sections. For example, they note that the GEN explanatory paragraph on pg. 2-3 of the syllabus concludes with “Students will also”. [My apologies for this. I have made the necessary corrections.](#)
6. The reviewing faculty recommend that the department use the most recent version of the Student Life Disability Services Statement (syllabus, pg. 6), which was updated to reflect the university’s new COVID-19 policies in August 2023. The updated statement can be found in an easy-to-copy/paste format on the Arts and Sciences Curriculum and Assessment Services website. [I have corrected this error on syllabus pg. 6-7.](#)

This document serves as a cover letter requested by the committee.

Thank you,

Ila Nagar

## **Interdisciplinary Approaches to South Asia**

**NELC 5241**

**Mondays 2.15-5.00pm**

**Instructor: Ila Nagar**

**Instructor email: [nagar.5@osu.edu](mailto:nagar.5@osu.edu)**

**Instructor's office: Hagerty Hall 320**

**Office Hours: Monday 1.00pm-2.00pm**

**Course website: [www.Canvas.osu.edu](http://www.Canvas.osu.edu)**

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

This course is part of the Traditions, Cultures, and Transformations GE Theme

### **Course Description**

This course is designed for students in any field as a multi-disciplinary study of topics in South Asian studies. South Asia is a large area with over 1.8 billion people. This means that a class like this can focus on topics associated with the area and each topic could be studied in much more detail. The idea of this class is to teach students about the diversity of ways in which South Asian and traditions, cultures, histories, languages etc. can be approached and studied. Transformation is primarily approached from a historical perspective in this course.

The course primarily focusing on India but also Pakistan and Bangladesh in their geographical, political, cultural, and religious context and connections. The course will serve as an advanced study of topics pertinent to South Asia from a multidisciplinary perspective. The five topics that the course focuses on are gender, caste, religion, nationalism, and intersections between these. Students will learn how different disciplines such as anthropology, history, linguistics, critical studies, and gender and sexuality studies have understood, critiqued and debated gender, caste, religion, nationalism, and intersections between these.

### **Course goals and objectives**

1. Students will learn to integrate interdisciplinary approaches to signifiers of social and cultural themes
2. Students will examine the intersections between caste, religion, gender, sexuality, and politics as these pertain to South Asia and understand the value of studying intersections
3. Students will learn to articulate critical thought and refine ways of thinking by integrating an interdisciplinary approach to understanding culture

4. Learn advanced writing skills by practicing how to write literature reviews, thesis statements, arguments, and critical commentary
5. Students will understand theoretical approaches to studying culture and social, political, and economic matrix associated with culture

## **GE Goals**

### Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: 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.]
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.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

### Expected Learning Outcomes:

#### Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advance, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.
- 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.
- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.

3.3. Examine the interactions among dominant and sub-cultures.

3.4. Explore changes and continuities over time within a culture or society.

4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

How the course will meet the ELOs: Interdisciplinary approaches to South Asian Studies is an advanced course that relies on explaining how culture is lived, studied and understood from a multidisciplinary perspective. Students will learn to analyze social practices that have systemic hierarchies built into them from perspectives that improve understanding of the traditions and transformations associated with these practices. Students will also understand how local manifestations of gender, caste, religion, and sexuality interact with global changes to these systems. Traditions as they apply to conflicts such as in Kashmir or between Hindus and Muslims are studied from perspectives that show some transformations, positive and negative, as well as stagnancy.

### **Required texts**

Students are required to buy *The Vulgarities of Caste: Dalits, Sexuality, and Humanity in Modern India* by Shailaja Paik (Stanford University Press, 2022)

Several chapters from *Routledge Handbook of Critical Kashmir Studies* are assigned for this class. This book is available as an ebook from the [OSU Library](#).

Other readings will be available on carmen.

### **Where required texts are available**

The required texts can be bought online. Chapters from various books and journal articles will be made available on Canvas.

### **Assignment format and schedule**

Weekly summary of readings                      30% of total grade

Students will be required to write a summary for readings each week. The summaries should be 500-1000 words long and should present the main arguments of the reading in a cohesive manner. The goal of the summaries will be to ensure that students get the point of the readings and also develop their writing skills.

This assignment speaks to ELOs 1.1, 1.2, and 2.1 along with developing advanced writing skills for humanities classrooms.

Knowledge check-in

20% of total grade

Three times during the term (weeks 4, 8, and 12) students will answer 3 questions that serve as a knowledge check-in. Students will be asked to answer these questions in 100-200 words and the goal of these check-ins is to ensure that students stay with the material and the important concepts related to the class and the readings stay with the students.

This assignment speaks to ELOs 2.2, 3.2, 3.3, 4.1, and 4.2.

Weekly discussion questions

25% of total grade

I will teach this class like a seminar. This will mean we will not have lectures and class will be guided by student discussion questions. Every student will bring two questions per class period based on the readings for the day. The questions should provide grounds for a critique of the arguments that the reading is presenting and should pave ground for further discussion. Bring a typed copy of your questions to class every class period. The questions will be circulated among all students so everyone can respond to your questions.

This assignment speaks to ELOs 1.1, 1.2, 3.1, 3.4, 4.1, and 4.2.

Final paper project

25% of total grade

The final paper will be a two-part project involving an abstract submission and a final paper. The final paper should be 7-10 pages and should be a discussion of two-three themes from this class and how these themes connect to each other and form intersections.

Abstract for final paper

5% of total grade due on 3/9

Final paper

20% of final grade due on 4/28

This assignment speaks to ELOs 1.1, 1.2, 3.1, 3.2, 3.4, 4.1, and 4.2.

**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)

**Attendance policy**

If you miss more than one in the course of the semester for any reasons other than medical or family emergencies (for which you can provide written proof), your grade will go down one letter.



## **Academic policies**

### **Academic integrity policy**

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

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

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

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

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

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

### **Copyright for instructional materials**

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

### **Statement on title IX**

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been

sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

### **Commitment to a diverse and inclusive learning environment**

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

### **Land acknowledgement**

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:  
<https://mcc.osu.edu/about-us/land-acknowledgement>

### **Your mental health**

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

## **Accessibility accommodations for students with disabilities**

### **Requesting accommodations**

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

### **Religious accommodations**

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect

to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)

## **Weekly schedule**

### **Topic 1: Colonial histories and their imprints (Week 1-4)**

#### **Week 1: Monday, January 6**

We take this week to situate ourselves in the material we will read for the class. We will discuss assignments and my expectations of the students. The reading for this week is a short book about the life of the Mughal emperor Aurangzeb. We will discuss how the history of this king interacts with colonial tellings of history and contemporary lived experience of Hindu-Muslim relations in India.

Truschke, Audrey (2017) *Aurangzeb: The Life and Legacy of India's Most Controversial King*, Stanford University Press. Entire book available as an e-book at the OSU library ([library.osu.edu](http://library.osu.edu)).

#### **Week 2: Monday, January 13**

Colonial period redefined lived experiences. We start this week with a look at how colonialism interacted with caste. Students learn how lived experiences of interactions between caste and British rule redefined what being of a caste meant. The second reading for this week builds on the theme of colonialism rewriting lived experiences with a case study that shows intersections

between gender, colonialism, caste, and class. Students also learn how contemporary issues are informed and complicated by India's colonial past.

Dirks, Nicholas (2001) *Castes of Mind: Colonialism and the making of Modern India*. Princeton University Press. 61-107. Available as an e-book at the OSU library

### **Week 3: January 20, NO CLASS, MLK Jr Day**

### **Week 4: Monday, January 27**

Cohn, Bernard (1987) *An Anthropologist among the Historians and Other Essays*. Read the introduction by Ranajit Guha and pages 1-18, 78-100, (grad students 136-171), 320-421

In class exercise for week 4: Students answer questions about methodology followed by each of the readings they have for weeks 1-4. How does the research they have done differ from each other methodologically? Students also contemplate the impact of academic study on the understanding of Islamic history in India, caste and colonialism, and intersections between caste and gender. [ELO 2.2, 3.3]

[Weeks 1-4 speak to ELOs 1.2, 3.1, 3.3, 4.1, and 4.2. Students study Islamic era developments by delving into the life of Aurangzeb whose complicated legacy influences aspects of politics within contemporary manifestations of culture (ELO 3.1). By learning about Aurangzeb's legacy, students also delve into the understanding how representation of difference complicates institutions, cultures, and societies. Intersections between caste, religion, and class make students aware of interactions among dominant and sub-cultures, disparities among societies and institutions within societies, and understand how social categories impact individual outcomes and broader societal issues]

### **Topic 2: Writing history and rewriting history and the present (Week 5-8)**

The reading for weeks 5-8 is the required text for this class. *The Vulgarities of Caste* (2023) is an interdisciplinary research monograph that explains caste dynamics for Dalit (a reclaimed term for "untouchable" Indians) performers in the Indian state of Maharashtra.

### **Week 5: Monday, February 3**

Paik, Shailaja. 1-71

In class exercise: Students situate caste and B. R. Ambedkar's movement to uplift Dalit Indians in the history of India. Students learn how Paik arranges her interdisciplinary intervention in Dalit Studies. Students learn to frame arguments in historical, social, and political contexts. [ELO 1.2, 3.1]

### **Week 6: Monday, February 10**

Paik, Shailaja. 71-176

In class exercise: Students will debate how the understanding and lived experience of caste has changed since Ambedkar. Students will examine differences between Ambedkar and Mahatma Gandhi's vision for caste equality in India and critique Gandhi. Students will learn how to write impactful arguments supported by evidence from the reading for this week. [ELO 1.2, 2.2, 3.2]

### **Week 7: Monday, February 17**

Paik, Shailaja. 176-229

In class exercise: Students will identify and break down Paik's interdisciplinary methodology for this text. Students will write short passages about how ethnographic methods are strengthened by historical analysis in Paik's work and discuss implications of using interdisciplinary methods for studying caste. [ELO 1.1, 1.2, 2.1]

### **Week 8: Monday, February 24**

Paik, Shailaja. 229-356

In class exercise: Paik's work underlines gender and caste. Students lay out ways in which gender and caste intersect in Paik's work and in the lived experiences of *tamasha* performers that Paik discusses. [ELO 2.1]

[Weeks 5-8 speak to ELOs 3.1, 3.2, 3.3, 3.4, 4.1, 4.2. Paik's study, which forms the bulk of the reading for these weeks, underlines ethnographic method, history of Dalit activism, lived experiences of women who are perceived as belonging to lower hierarchies in multiple ways (caste, gender, profession), and challenges of being Dalit in modern day India. Additionally, the study gives a historical perspective on living with caste and the atrocities emanating from dominant castes and expressions of culture, imbalances, and disparities it creates for people. Students will spend significant time comparing, discussing, critiquing, and challenging the ideas presented in this text. Students will also discuss the idea (ELO 3.2) of "Scheduled Caste" and "Other Backward Castes" as manifest in the Constitution of India and how this has challenged as well as hardened caste boundaries]

### **Topic 3: Caste, colonialism, Hindu right, and living caste (Week 9)**

#### **Week 9: Monday, March 3**

The readings for this week focus on caste and interactions between electoral politics and caste in India. We will also revisit Dirks historical look at caste.

Witsoe, Jeffrey (2009). Territorial Democracy: Caste, Dominance and Electoral Practice in Postcolonial India. In *Political and Legal Anthropology Review*. 32 (1). 64-83.

Dirks, Nicholas (2001). *Castes of Mind: Colonialism and the making of Modern India*. Princeton University Press. 125-198

[Week 9 speaks to ELOs 3.1 and 3.2. This week offers different methodological perspectives on the study of caste (ELO 3.1). Juxtaposing a contemporary issue (elections) with a historical period (British colonialism), this week challenges the perceptions of what caste does and how change to caste brought about by colonialism manifests in cultures associated with electoral politics]

In class exercise: This is or last week dedicated to an intersectional study of caste. We will review the class material we have covered so far. We will workshop how to ask the right questions and students will write a 250-word piece on what they have learned so far in the class. [ELO 2.2]

**Week 10: Monday, March 10 (Spring break, no classes)**

**Topic 4: Gender, sexuality, and intersectionality (Week 11)**

**Week 11: Monday, March 17**

We problematize gender, sexuality, and the nation-state. This week is a switching of gears of sorts and sets up the discussion for the last four weeks of the semester. We underline gender and sexuality in critical studies as a way to understand the role they play in the working of the nation state.

Sunder-Rajan, Rajeshwari (2003). *The scandal of the State*. Duke University Press. 1-40, 147-212

Dave, Naisargi (2012). *Queer Activism in India*. Duke University Press. 97-137

[Week 11 speaks to ELOs 3.3, 3.4, and 4.1. Students study aspects of interactions between colonialism and gender with special attention to how colonial and Indian cultures, broadly speaking, interacted on rights of women and controls on lives of women in West Bengal. Students will also study sexuality as it is experienced in modern urban centers, primarily lesbianism in New Delhi, and examine the interactions between sexualities and identities around power and politics]

**Topic 5: Nation-state and its consequences (Kashmir and beyond) (Week 12-15)**

This part of the semester is dedicated to an interdisciplinary study of Kashmir which has been a critical spatial, political, religious, and geopolitical area of absence of peace for over seven decades. We approach Kashmir from a perspective than underlines its militarization, overreach

of the nation-state, settler-colonial discourse, gendered violence, and erasure of ethnic identities.

**Week 12: Monday, March 24**

*Routledge Handbook of Critical Kashmir Studies*. Pages 1-17, 37-49, 60-72

**Week 13: Monday, March 31**

*Routledge Handbook of Critical Kashmir Studies*. Pages 93-149, 195-207

**Week 14: Monday, April 7**

Spivak, Gayatri Chakravorty, "Can the Subaltern Speak?"

Hafsa Kanjwal. (2021) *Colonizing Kashmir: State Building Under Indian Occupation*. Stanford University Press. 1-35, 127-159, 234-271. Optional reading from the same text: 202-234, 271-279. Access this book [here](#).

In class reading of speeches by Jawaharlal Nehru from 1949.

[Weeks 12-14 speak to ELOs 2.1, 3.2, 3.3, and 3.4. Each week from this part of the semester builds on what we have learned in the previous weeks. In class exercises for these weeks entail deeper engagement with the material in class, asking questions about methods and intersections between different aspects of studying Kashmir. Students learn for the idea of India remaining a secular state has simultaneously enhanced and damaged the idea of *Kashmiriyat* (being from Kashmir). Students examine how tourism has created tiers within Kashmiri society and how the nation-states of India and Pakistan have transformed Kashmir and discourse on Kashmir]

**Topic 6: Movement and modernity**

**Week 15: Monday, April 14**

Sunil Amrith. (2013) *Crossing the Bay of Bengal: The Furies of Nature and the Fortunes of Migrants*. Harvard University Press. 1-6, 63-143. Optional reading from the same text: 212-251. Access this book [here](#).

[Week 15 speaks to ELOs 2.2 and 3.1. Students gain an understanding of how much movement between countries (Bangladesh, India, and Pakistan) is essential to learning about this part of the world. Movement has transformed every aspect of life in these countries from religion to language, to cultural practice, and ethnicity. This movement guided by advances in shipping industry in mid-1800s has also transformed ecologies and species in this region. We study the movement and end



the week with a discussion of Citizenship Amendment Act (2019) in India which severely limits movement and hardens national boundaries]

**Week 16: Monday, April 21**

This week will not have any readings.

In class exercise: We will discuss intersectionality, critique the course itself, and establish parameters of what did and did not work this term. We will also underline the writing process and how this course has enhanced student writing skills. [ELO 2.2]

## GE Theme course submission worksheet: Traditions, Cultures, & Transformations

### Overview

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

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

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

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

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

*(enter text here)*

The course takes an interdisciplinary approach to caste, gender, sexuality, and Kashmir. The course explores how each of these is related and how each of these topics interacts with the other topics. Traditions (as they pertain to gender and caste), transformations (as they pertain to debates about understanding caste), and cultures (as they are defined and lived) are built into the core elements of this course.

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

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

**Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

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

	Course activities and assignments to meet these ELOs
<b>ELO 1.1</b> Engage in critical and logical thinking.	<p>The readings for each week ask students to engage in critical and logical thinking.</p> <p>Linked assignment: Weekly discussion questions: Every student will bring two questions per class period based on the readings for the day. The questions should provide grounds for a critique of the arguments that the reading is presenting and should pave ground for further discussion. Bring a typed copy of your questions to class every class period. The questions will be circulated among all students so everyone can respond to your questions.</p>
<b>ELO 1.2</b> Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	<p>Linked course topic: The reading for weeks 5-8 is the required text for this class. <i>The Vulgarity of Caste</i> is an interdisciplinary research monograph that explains caste dynamics for Dalit (a reclaimed term for “untouchable” Indians) performers in the Indian state of Maharashtra. The book underlines ethnographic method, history of Dalit activism, lived experiences of women who are perceived as belonging to lower hierarchies in multiple ways (caste, gender, profession), and challenges of being Dalit</p>

	<p>in modern day India. Students will spend significant time comparing, discussing, critiquing, and challenging the ideas presented in this text.</p> <p>Weeks 13-15: This part of the semester is dedicated to an interdisciplinary study of Kashmir which has been a critical spatial, political, religious, and geopolitical area of absence of peace for over seven decades. We approach Kashmir from a perspective than underlines its militarization, overreach of the nation-state, settler-colonial discourse, gendered violence, and erasure of ethnic identities. Each week from this part of the semester builds on what we have learned in the previous week. In class exercises for these weeks entail deeper engagement with the material in class, asking questions about methods and intersections between different aspects of studying Kashmir.</p>
<p><b>ELO 2.1</b> Identify, describe, and synthesize approaches or experiences.</p>	<p>Linked course topics: Week 13-15 This part of the semester is dedicated to an interdisciplinary study of Kashmir which has been a critical spatial, political, religious, and geopolitical area of absence of peace for over seven decades. We approach Kashmir from a perspective than underlines its militarization, overreach of the nation-state, settler-colonial discourse, gendered violence, and erasure of ethnic identities. Each week from this part of the semester builds on what we have learned in the previous week. In class exercises for these weeks entail deeper engagement with the material in class, asking questions about methods and intersections between different aspects of studying Kashmir.</p>
<p><b>ELO 2.2</b> 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.</p>	<p>At several points during the term students are asked to reflect on what they have learned and how the learning can be integrated into understanding complex topics.</p> <p>Linked class exercise: Week 15: In class exercise: We will discuss intersectionality, critique the course itself, and establish parameters of what did and did not work this term. We will also underline the writing process and how this course has enhanced student writing skills.</p>

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

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

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

Goals and ELOs unique to Traditions, Cultures, & Transformations

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

**GOAL 3:** Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

**GOAL 4:** Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

<p><b>ELO 3.1</b> Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.</p>	<p>Course activities and assignments to meet these ELOs</p> <p>Linked class topics: Weeks 13-15: This part of the semester is dedicated to an interdisciplinary study of Kashmir which has been a critical spatial, political, religious, and geopolitical area of absence of peace for over seven decades. We approach Kashmir from a perspective than underlines its militarization, overreach of the nation-state, settler-colonial discourse, gendered violence, and erasure of ethnic identities. Each week from this part of the semester builds on what we have learned in the previous week.</p>
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	<p>In class exercises for these weeks entail deeper engagement with the material in class, asking questions about methods and intersections between different aspects of studying Kashmir.</p> <p>Linked class assignment: Final paper assignment asks students to integrate ideas about complex topics</p>
<p><b>ELO 3.2</b> Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>Linked class exercises: Week 5:  In class exercise: Students situate caste and B. R. Ambedkar’s movement to uplift Dalit Indians in the history of India. Students learn how Paik arranges her interdisciplinary intervention in Dalit Studies. Students learn to frame arguments in historical, social, and political contexts.</p> <p>Week 6: In class exercise: Students will debate how the understanding and lived experience of caste has changed since Ambedkar. Students will examine differences between Ambedkar and Mahatma Gandhi’s vision for caste equality in India and critique Gandhi. Students will learn how to write impactful arguments supported by evidence from the reading for this week.</p>
<p><b>ELO 3.3</b> Examine the interactions among dominant and sub-cultures.</p>	<p>In class exercise: Week 8: Paik’s work underlines gender and caste. Students lay out ways in which gender and caste intersect in Paik’s work and in the lived experiences of <i>tamasha</i> performers that Paik discusses.</p> <p>Class goals week 12: We problematize gender, sexuality, and the nation-state. This week is a switching of gears of sorts and sets up the discussion for the last four weeks of the semester. We underline gender and sexuality in critical studies as a way to understand the role they play in the working of the nation state.</p>
<p><b>ELO 3.4</b> Explore changes and continuities over time within a culture or society.</p>	<p>Linked class exercise: Week 5: In class exercise: Students situate caste and B. R. Ambedkar’s movement to uplift Dalit Indians in the history of India. Students learn how Paik arranges her interdisciplinary intervention in Dalit Studies. Students learn to frame arguments in historical, social, and political contexts.</p> <p>Week 6: In class exercise: Students will debate how the understanding and lived experience of caste has changed since Ambedkar. Students will examine differences between Ambedkar and Mahatma Gandhi’s vision for caste equality in India and critique Gandhi. Students will learn how to write impactful</p>



	<p>arguments supported by evidence from the reading for this week.</p> <p>Week 10: In class exercise: This is or last week dedicated to an intersectional study of caste. We will review the class material we have covered so far. We will workshop how to ask the right questions and students will write a 250-word piece on what they have learned so far in the class.</p>
<p><b>ELO 4.1</b> Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>Much of the material and discussion in this class meets this ELO. An example for weeks 13-15 is the goal of these weeks: This part of the semester is dedicated to an interdisciplinary study of Kashmir which has been a critical spatial, political, religious, and geopolitical area of absence of peace for over seven decades. We approach Kashmir from a perspective that underlines its militarization, overreach of the nation-state, settler-colonial discourse, gendered violence, and erasure of ethnic identities. Each week from this part of the semester builds on what we have learned in the previous week. In class exercises for these weeks entail deeper engagement with the material in class, asking questions about methods and intersections between different aspects of studying Kashmir.</p>
<p><b>ELO 4.2</b> Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>Topics for weeks 3-4: Colonial period redefined lived experiences. We start this week with a look at how colonialism interacted with caste. Students learn how lived experiences of interactions between caste and British rule redefined what being of a caste meant. The second reading for this week builds on the theme of colonialism rewriting lived experiences with a case study that shows intersections between gender, colonialism, caste, and class. Students also learn how contemporary issues are informed and complicated by India's colonial past.</p> <p>Topic for week 12: We problematize gender, sexuality, and the nation-state. This week is a switching of gears of sorts and sets up the discussion for the last four weeks of the semester. We underline gender and sexuality in critical studies as a way to understand the role they play in the working of the nation state.</p>