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## Term Information

Effective Term Autumn 2025

## General Information

Course Bulletin Listing/Subject Area History of Art  
Fiscal Unit/Academic Org History of Art - D0235  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2007  
Course Title Buddha to Bollywood: The Arts of India  
Transcript Abbreviation Arts of India  
Course Description This course is designed to offer students a comprehensive overview of the diverse visual cultures of South Asia. We will delve into a broad range of topics, including architecture, sculpture and painting, performative traditions, and film. In lectures, discussions, and assignments, we will develop a critical vocabulary to better understand and interrogate the rich visual heritage of India.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 8 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

## Prerequisites and Exclusions

Prerequisites/Corequisites none  
Exclusions  
Electronically Enforced No

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 50.0703  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

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## Requirement/Elective Designation

Literary, Visual and Performing Arts; Historical and Cultural Studies; Race, Ethnicity and Gender Diversity

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

## Course Details

### Course goals or learning objectives/outcomes

- Students will learn about the diverse cultures of visual art, film, and performance in India, from the ancient to contemporary periods, focusing particularly on issues of gender, sexuality, race, ethnicity, and caste.

### Content Topic List

- Art in India
- Architecture in India
- Buddhist Art
- Hindu Art
- Islamic Art
- Film and Television in India
- Gender and Sexuality in Indian Art
- Race, Ethnicity, and Caste in India

### Sought Concurrence

Yes

## Attachments

- HistArt 2007 - Buddha to Bollywood Syllabus - FINAL.docx: HA2007 Syllabus  
*(Syllabus. Owner: Whittington, Karl Peter)*
- Buddha to Bollywood Worksheet - FINAL.pdf: GE Worksheet  
*(Other Supporting Documentation. Owner: Whittington, Karl Peter)*
- HistArt 2007 - Curriculum Map.docx: Curriculum Map  
*(Other Supporting Documentation. Owner: Whittington, Karl Peter)*
- TFMA Concurrence - From Buddha to Bollywood.pdf: Concurrence from TFMA  
*(Concurrence. Owner: Whittington, Karl Peter)*
- Concurrence from NESA.pdf: Concurrence from NESA  
*(Concurrence. Owner: Whittington, Karl Peter)*

## Comments

- 1/17/2024 - done - concurrence from NESA attached *(by Whittington, Karl Peter on 01/17/2024 04:54 PM)*
- - Per OAA, please check off all campuses for courses in the new GE.  
- Please request a concurrence from the Dept of NESA, as they have a South Asia Studies section (which includes a course on Bollywood etc). *(by Vankeerbergen, Bernadette Chantal on 01/12/2024 04:37 PM)*

**COURSE REQUEST**  
2007 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
01/17/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Whittington, Karl Peter	01/11/2024 03:16 PM	Submitted for Approval
Approved	Whittington, Karl Peter	01/11/2024 03:17 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	01/12/2024 04:37 PM	College Approval
Submitted	Whittington, Karl Peter	01/17/2024 04:54 PM	Submitted for Approval
Approved	Whittington, Karl Peter	01/17/2024 04:54 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	01/17/2024 04:58 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	01/17/2024 04:58 PM	ASCCAO Approval

## HistArt 2007

### From Buddha to Bollywood *The Arts of India*

Instructor: Ujaan Ghosh

Email: [Ghosh.301@osu.edu](mailto:Ghosh.301@osu.edu)

Office hours: Wednesday 11:30-12:30 and by appointment

Office Address: 224 Pomerene Hall

Course Number: TBA

**Credit hours and work expectations:** This is a **3-credit-hour course**. According to [Ohio State policy](#), 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.

**Course Description:** This course is designed to offer students a comprehensive overview of the diverse visual cultures of South Asia. We will delve into a broad range of topics, including architecture, sculpture and painting, performative traditions, and film. Through lectures, discussions, and assignments, we will develop a critical vocabulary to better understand and interrogate the rich visual heritage of the Indian subcontinent. Our focus will be on exploring the various ways in which visual culture has been utilized as a modality to express political power, gender roles, ethnic and racial identity, diverse religious beliefs, and social aspirations. Further, the course steers attention to questions of gender and identity in the South Asian context as they are expressed through artistic practice. Additionally, we will take a closer look at some of the foundational pedagogical debates and conversations surrounding South Asian Art. By the conclusion of the course, students will have a comprehensive understanding of the diverse artistic traditions as they are practiced in South Asia, and an appreciation for art's intersection with complex issues of race, ethnicity, gender, and politics.

#### GE COURSE OBJECTIVES

*Buddha to Bollywood* fulfills G.E. requirements in Literary Visual and Performing Arts, Historical and Cultural Studies, and Race, Ethnicity, and Global Studies.

The stated Learning Outcomes as they are relevant to the course for these categories are as follows:

### Literary, Visual and Performing Arts:

1. Analyze and interpret significant works of visual, spatial, literary and/or performing arts and design.
2. Visual and Performing Arts Expected Learning Outcomes: Describe and explain how cultures identify, evaluate, shape and value works of literature, art and design.

### Historical And Cultural Studies:

1. Identify, differentiate and analyze primary and secondary sources related to historical events, periods or ideas.
2. Use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.
3. The course addresses colonialism and artistic production in South Asia and thus will allow students to comprehend the complex politics of the region's lived realities.

### Race, Ethnicity, and Gender Diversity

1. Explain how categories including race, gender and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.
2. Describe how the categories of race, gender and ethnicity influence the lived experiences of others.

*Buddha to Bollywood* addresses all these objectives in multiple ways. India is one of the most diverse countries in the world, with over 200 languages and ethnicities. It is also one of the few countries to have a significant population of all of the world's major religions, including Islam, Christianity, Buddhism, Sikhism, Jainism, and Hinduism. The course engages with visual and spatial artifacts that have been a historical product of socio-cultural cultural interconnectedness. Given the course's broad temporal apparatus, it provides students with a profound understanding of South Asia's historical and cultural roots that shaped its artistic production. Simultaneously, the courses' emphasis on questions of gender and caste will aid students in their understanding of the contested nature of identity and identity politics in India today. As the course focuses on methodologies of visual and spatial analysis of diverse cultural artifacts, it enables students to comprehend, appreciate, and analyze works of art not included in the course itself. The assignments, exams, and readings in this course aim to

improve students' visual literacy, aiding them on their path towards becoming more effective global citizens.

### **Academic Misconduct**

Please thoroughly review the statement of academic misconduct as found in our University Website:

“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. The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University or subvert the educational process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct at <http://studentlife.osu.edu/csc>”

Using Chat GPT and AI for this course will be considered plagiarism and constitutes academic misconduct.

### **Diversity Statement**

I am committed to foster a learning environment where each student regardless of their gender identity, disability, sexuality, age, socioeconomic status, race, ethnicity, nationality, religion, and culture, feel welcome. My commitment to equity in education stems from my conviction that together we can make a prosperous classroom. This is a good place to again re-iterate, please be respectful to your classmates both inside and outside the classroom.

### **Mental Health and Wellbeing**

Please review this important resource from the OSU's website—

“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 through the 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.”

### **Accommodations**

If you need any accommodation, please do not hesitate to set up an individual meeting with me.

Please review the following from the OSU website as well.

“The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process ([slds.osu.edu/covid-19-info/covid-relatedaccommodationrequests/](http://slds.osu.edu/covid-19-info/covid-relatedaccommodationrequests/)), managed by Student Life Disability Services. If you anticipate or experience academic barriers... [and need accommodations] (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.”

### **Religious Accommodation**

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

## Assignments

### Critical Reading Response 25%

Throughout the Semester, you will have **three** critical responses to the readings. The responses should be around 400-500 words focusing on an analytical reading of academic articles. You are expected to briefly explain in your own words :

- a) what are the authors trying to argue?
- b) What visual or textual evidence are the authors using to support their argument?
- c) do you agree with the author's conclusion and the ways in which they arrive at their argument?

The deadlines are marked throughout the syllabus. I will discuss more about each assignment as the deadline comes closer. I will also provide you with prompts in some of the readings on Carmen.

### Pop Quizzes 15 %

There are **three** pop quizzes spread throughout the semester worth 5 points/percent each. These will be in-class quizzes based on lecture content. Pop quizzes can only be made up for serious illness or a pre-approved absence, so make sure you do not miss class during the day of the quiz.

### Midterm 25%

One Midterm will focus on key themes, monuments, and films discussed in the class. Midterms will not be testing you on facts but rather your analytical skills. You will have the opportunity to both demonstrate your ability to critically analyze lecture as well as reading content. There will be some questions that might test your basic ability to recognize visual artefacts and their significance, but the exams are weighted more to test your analytical skills.

### Final Exam 25%

The Final exam mirrors the Midterm in structure and will take place during the college-assigned exam time, after the final day of the class.

### Attendance 10%

Class participation and attendance is mandatory and essential for success in the course. You are expected to attend all possible class meetings. You are allowed **two** unexcused absences but beyond that, you will need to provide a doctor's note (or if it is an exceptional circumstance, you need to reach out to me before).



More than two unexcused absences will start effecting your grade. For three unexcused absences, your grade drops to a (B); For four, your grade drops to a (C); Five takes it to a (D), and more than five drops it to Zero.

For each class, I will circulate a sign-in sheet at the beginning.

### **Late Work and Extension**

If you need an extension, please reach out to me at least 72 hours before the deadline. If you submit a work later without an approved extension, you will lose the equivalent of a letter grade for each day the work is late.

### **Contesting Grades**

Please hold off all queries about grades after receiving them for 72 hours. If even after the elapsed time you feel your grade does not reflect your work— please write a one-page appeal outlining a) The specific instances where you think you were unfairly graded; b) why you think your paper should be re-graded.

**Required Textbook:** Partha Mitter, Indian Art, New York: Oxford University Press, 2001. Available at The Ohio State University Bookstore and online retailers.

All other readings are going to be uploaded in Carmen.

## COURSE SCHEDULE

### Week One

#### **Class #1          Understanding, Race, Gender, and Diversity of the Indian Subcontinent**

Agenda:

Course Expectations, Do's and Don'ts  
How to Succeed in the Course  
A discussion of Major Events, Periods, and Figures.

Watch Before Class: [How Diverse is India](#) (5:31 mins)

Reading: Tapati Guha Thakurata, "Art History and the Nude: On Art, Obscenity, and Sexuality in Contemporary India," in *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India* (New York: Columbia University Press, 2004).

#### **Class#2                  Early Buddhist Art: The Stupas of Sanchi and Bahrut**

Listening Before Class: Sunil Khilnani, Incarnations: India in 50 Lives, [Buddha: Waking India Up](#) (15 mins)

Reading: *Indian Art*, 13-22; Reading: Susan L. Huntington, "Early Buddhist Art and the Theory of Aniconism," *Art Journal* 49, no. 4 (December 1, 1990): 401-8

### Week Two

#### **Class # 3                  Narrative motifs and Aniconism in Early Buddhism**

Reading: Vidya Dehejia, "Aniconism and the Multivalence of Emblems," *Ars Orientalis* 21 (1991): 45-66 and Anand Coomaraswamy, [The Origin of the Buddha Image](#), 287-329.

Listening/watching Before Class: Buddhist Jataka Tales: [Mahakapi Jataka](#) (10 mins)

#### **Critical Reflection #1**

**What Historical and Cultural factors led to the representation of the Buddha from its aniconic to its anthropomorphic phase? Elaborate your answer, drawing from the readings of Huntington, Dehejia, and Coomaraswamy.**

**Due on Carmen before Class.**

**Class #4 Anthropomorphic images of Buddha and the Caves of Ajanta**

Watch: [Ajanta Caves](#) (2:58 mins)

Reading: Indian Art, 23-33.

Week Three

**Class# 5 Introducing Hinduism and Hindu Iconography: Religion, Gender, and the Body**

Read: Vidya Dehejia, [Recognizing the Gods](#) **And** Wendy Doniger, “The Three Human Aims,” *Against Dharma: Dissent in the Ancient Indian Sciences of Sex and Politics*, (New Haven: Yale University Press, 2018), 1-23.

**Class#6 Shiva’s Dance and Caves of Elephanta and Ellora**

Reading: Indian Art, 34-55.

Week Four

**Class #7 Can you write Poetry in Stone? The *Dravida* Temples of South India**

Reading: Padma Kaimal, “Playful Ambiguity and Political Authority in the Large Relief at Māmallapuram,” 1–27.

**In class Pop Quiz # 1. The quiz will include materials discussed in Class as well.**

**Class#8 The Sacred and the Sensuous: The Kamasutra and Erotic Sculptures on North Indian Temples**

Reading: Indian Art, 63-69.

Week Five

**Class #9 A Goddess Goes to Battle: Gender, Caste, and the Killing of the “Buffalo Demon.”**

Reading:

News Article: [University administration tense as Students Celebrates Asura Pride Week](#)

Gary Michael Tartakov and Vidya Dehejia. "Sharing, Intrusion, and Influence: The Mahiṣāsūramardīnī Imagery of the Calukyas and the Pallavas." *Artibus Asiae* 45, no. 4 (1984): 287–345.

Optional Watching: [This National Geographic Documentary](#) on the Millions (and millions) of people who annually visit Kolkata's, Durga Puja. It is slightly long and (hence optional), but it is one of the best ways to culturally immerse yourself to the diversity of festivals of India. Total Run time is 41 mins but If you can't watch the whole documentary, at least watch the first fifteen minutes.

Class #10      **On the Paths of the Jina: Jaina Iconography and Sacred Space**

Reading: Julia AB Hegewald, "Sacred Place and Structured Space," in *Victorious Ones: Jain Images of Perfection*, 91-109.

#### Week Six

Class# 11      **Exam Review**

Class #12      **Midterm**

#### Week Seven

Class # 13      **Climate Change, Krishna, and the Geo-Aesthetics of Pilgrimage**

Reading: Sugata Ray, *Climate Change and the Art of Devotion Geoaesthetics in the Land of Krishna, 1550-1850* (Seattle: University of Washington Press, 2019), 25-60.

Class #14      **The Arrival of Islam: Ethnic Exchanges the Mosques of South Asia**

Reading: *Indian Art*, 83-107.

#### Week Eight

Class# 15      **Cross-Cultural Encounters and Mughal Paintings**

Reading: Ebba Koch, *Mughal Art and Imperial Ideology*, 1-38.

Class #16      **The Taj Mahal and Mughal Architecture of Death**

Reading: Indian Art, 107-143.

## Pop Quiz # 2

### Week Nine

\_Class#17      **Race, Colonialism and Crafting the Monstrous: The Devil of Calicut**

Reading: Mitter, Partha. *Much Maligned Monsters: A History of European Reactions to Indian Art* Chicago: University of Chicago Press, 1992, 1-40.

Class#18      **Race, Segregation, and the Colonial City**

Reading: Swati Chattopadhyay, "Blurring Boundaries: The Limits of 'White Town' in Colonial Calcutta," *Journal of the Society of Architectural Historians* 59, no. 2 (2000): 154-79, <https://doi.org/10.2307/991588>.

### Week Ten

Class#19      **Visual Culture and Anti-Colonial Nationalism**

Reading: Christopher Pinney, *Photos of Gods: Printed Image and Pictorial Struggle in India*, London: Reaktion Books, 2004, 41-70.

Class #20      **Television and the Ramayana**

**Reading:** A.K. Ramanujan, "Three Hundred Ramayanas," 131- 160.

**Primary Source Reading: Selections from Uttarkanda (The book of answers) of the Ramayana. Excerpts provided in Carmen.**

Philip Lutgendorf. "Ramayan: The Video." *TDR* 34, no. 2 (1990): 127-76.

## Reading Response # 2:

**Compare the Episode of Sita's Banishment and her Fire Ordeal as depicted in the Valmiki Ramayana and compare them with the televised versions of Ramanand Sagar we saw in Class.**

**How do multiple Ramayanas deal with the question of gender and morality through the actions of Rama's unethical banishment of Sita? How does Ramanand Sagar's attempt to exonerate Rama in his televised adaptation? What distinctions do you see in the visual strategies used by Ramanand Sagar when compared to the literary strategies of the Sanskrit Ramayana.**

### Week Eleven

Thanksgiving Break/Equivalent

### Week Twelve

**All films designed for the course are available on free on YouTube**

Class #21      **Gender, Piety, and The Devotional Film**

**Film to Watch Before Class: *Jai Santoshi Ma* (1975)**

Reading: Rachel Dwyer, *Filming the Gods: Religion and Indian Cinema*, 12—62 and Philip Lutgendorf, [Jai Santoshi Maa and Caste Hierarchy](#)

Class# 22      **Accommodating Religious Diversity and the (Im)possible Nation**

**Film to Watch before Class: *Amar, Akbar, Anthony* (1977)**

**Reading:** Rosie Thomas, “Melodrama and the Negotiation of Morality in Mainstream Hindi Film,” 157-182 and Alison, Novetzke, Rotman, *Amar Akbar Anthony*, 199-208.

### **Pop Quiz # 3**

### Week Thirteen

Class #23      **Narrating Masculinity**

**Film to watch before class: *Deewar* (1975)**

Reading: Vinay Lal, “The Impossibility of the Outsider in the Modern Hindi Film,” 228-259 and Vijay Mishra, *Bollywood Cinema*, Chapter 5, “The Actor as Parallel Text: Amitabh Bachchan,” 125-156.

Class # 24     **Marriage, Family, and the Noble Patriarch**

**Film to watch before Class: Mohabbatein (2000)**

Reading: Jyotika Virdhi, “The Sexed Body,” 145-178.

Week Fourteen

Class # 25     **“The Diaspora Comes Home”**

**Films to Watch Before Class: *Dilwale Dulhania Le Jayenge* (1995)**

**Reading:** Vijay Mishra, *Bollywood Cinema*, Chapter 8, “Bombay Cinema and Diasporic Desire”: 235-269.

Patricia Uberoi, “The Diaspora Comes Home: Disciplining Desire in *DDLJ*,” 305-336.

**Reading Response #3**

**Compare the readings by Vinay Lal and Patricia Uberoi and explain how Bollywood acts as an ideological apparatus to express hegemonic ideas of Indian Nation and Nationhood.**

Class # 26     **Haunted Buildings and Colonial Legacies of Race and Monstrosity**

**Watch Before Class: *Purana Mandir* (1984)**

**Reading:** Kartik Nair, “Unsettling Design: Built Atmosphere in *Purana Mandir* (Forthcoming book in 2024, so no page number yet)” and Hugh B. Urban, “Horror and Sinister Tantriks.” In *Bollywood Horrors: Religion, Violence and Cinematic Fears in India*, 78-93.

Week Fifteen

**Final Review and Final**

# GE Foundation Courses

## Overview

Courses that are accepted into the General Education (GE) Foundations provide introductory or foundational coverage of the subject of that category. Additionally, each course must meet a set of Expected Learning Outcomes (ELO). Courses may be accepted into more than one Foundation, but ELOs for each Foundation must be met. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

This form contains sections outlining the ELOs of each Foundation category. You can navigate between them using the Bookmarks function in Acrobat. Please enter text in the boxes to describe how your class meets the ELOs of the Foundation(s) to which it applies. Because this document will be used in the course review and approval process, you should use language that is clear and concise and that colleagues outside of your discipline will be able to follow. Please be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc. Your answers will be evaluated in conjunction with the syllabus submitted for the course.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive the document in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## GE Rationale: Foundations: Race, Ethnicity, and Gender Diversity (3 credits)

Requesting a GE category for a course implies that the course fulfills **all** the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Race, Ethnicity, and Gender Diversity, please answer the following questions for each ELO.

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational for the study of Race, Ethnicity and Gender Diversity.



Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Race, Ethnicity, and Gender Diversity**

GOAL 1: Successful students will engage in a systematic assessment of how historically and socially constructed categories of race, ethnicity, and gender, and possibly others, shape perceptions, individual outcomes, and broader societal, political, economic, and cultural systems.

**Expected Learning Outcome 1.1: Successful students are able to describe and evaluate the social positions and representations of categories including race, gender, and ethnicity, and possibly others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain how categories including race, gender, and ethnicity continue to function within complex systems of power to impact individual lived experiences and broader societal issues.** 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: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to analyze how the intersection of categories including race, gender, and ethnicity combine to shape 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)

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications of studying race, gender, and ethnicity.** 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 recognize and compare a range of lived experiences of race, gender, and ethnicity.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate critical self- reflection and critique of their social positions and identities.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to recognize how perceptions of difference shape one’s own attitudes, beliefs, or behaviors.** 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: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to describe how the categories of race, gender, and ethnicity influence the lived experiences of others.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Social and Behavioral Sciences (3 credits)**

Requesting a GE category for a course implies that the course **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Social and Behavioral Sciences, please answer the following questions for each ELO.

#### **A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Social and Behavioral Sciences.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Social and Behavioral Sciences**

GOAL 1: Successful students will critically analyze and apply theoretical and empirical approaches within the social and behavioral sciences, including modern principles, theories, methods, and modes of inquiry.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of social and behavioral science.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to explain and evaluate differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals using social and behavioral science.** 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 recognize the implications of social and behavioral scientific findings and their potential impacts.

**Expected Learning Outcome 2.1: Successful students are able to analyze how political, economic, individual, or social factors and values impact social structures, policies, and/or decisions.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of social scientific and behavioral research.** 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: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the social and behavioral sciences.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**GE Rationale: Foundations: Historical or Cultural Studies (3 credits)**

Requesting a GE category for a course implies that the course fulfills the expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Historical and Cultural Studies, please answer the following questions for each ELO. Note that for this Foundation, a course need satisfy either the ELOs for Historical Studies or the ELOs for Cultural Studies.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of History **or** Cultures.

Course Subject & Number: \_\_\_\_\_

**B. Specific Goals of Historical *or* Cultural Studies**

**Historical Studies (A) Goal:** Successful students will critically investigate and analyze historical ideas, events, persons, material culture and artifacts to understand how they shape society and people.

**Expected Learning Outcome 1.1A:** Successful students are able to identify, differentiate, and analyze primary and secondary sources related to historical events, periods, or ideas. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2A:** Successful students are able to use methods and theories of historical inquiry to describe and analyze the origin of at least one selected contemporary issue. 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: \_\_\_\_\_

**Expected Learning Outcome 1.3A: Successful students are able to use historical sources and methods to construct an integrated perspective on at least one historical period, event or idea that influences human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4A: Successful students are able to evaluate social and ethical implications in historical studies.** 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: \_\_\_\_\_

Cultural Studies (B) Goal: Successful students will evaluate significant cultural phenomena and ideas to develop capacities for aesthetic and cultural response, judgment, interpretation, and evaluation.

**Expected Learning Outcome 1.1B: Successful students are able to analyze and interpret selected major forms of human thought, culture, ideas or expression.** Please link this ELO to the course goals and topics and identify the *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2B: Successful students are able to describe and analyze selected cultural phenomena and ideas across time using a diverse range of primary and secondary sources and an explicit focus on different theories and methodologies.** 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: \_\_\_\_\_

**Expected Learning Outcome 1.3B: Successful students are able to use appropriate sources and methods to construct an integrated and comparative perspective of cultural periods, events or ideas that influence human perceptions, beliefs, and behaviors.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.4B: Successful students are able to evaluate social and ethical implications in cultural studies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

### **GE Rationale: Foundations: Writing and Information Literacy (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Writing and Information Literacy, please answer the following questions for each ELO.

Course Subject & Number: \_\_\_\_\_

### A. Foundations

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Writing and Information Literacy.

### B. Specific Goals of Writing and Information Literacy

GOAL 1: Successful students will demonstrate skills in effective reading, and writing, as well as oral, digital, and/or visual communication for a range of purposes, audiences, and context.

**Expected Learning Outcome 1.1: Successful students are able to compose and interpret across a wide range of purposes and audiences using writing, as well as oral, visual, digital and/or other methods appropriate to the context.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Explain how the course includes opportunities for feedback on writing and revision. Furthermore, please describe how you plan to insure sufficiently low instructor-student ratio to provide efficient instruction and feedback. (50-700 words)

Course Subject & Number: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use textual conventions, including proper attribution of ideas and/or source, as appropriate to the communication situation.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. Is an appropriate text, writing manual, or other resource about the pedagogy of effective communication being used in the course? (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to generate ideas and informed responses incorporating diverse perspectives and information from a range of sources, as appropriate to the communication situation.** 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: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in writing and information literacy practices.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

GOAL 2: Successful students will develop the knowledge, skills, and habits of mind needed for information literacy.

**Expected Learning Outcome 2.1: Successful students are able to demonstrate responsible, civil, and ethical practices when accessing, using, sharing, or creating information.** 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: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to locate, identify and use information through context appropriate search strategies.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.3: Successful students are able to employ reflective and critical strategies to evaluate and select credible and relevant information sources.** 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: \_\_\_\_\_

**GE Rationale: Foundations: Literary, Visual, or Performing Arts (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Literary, Visual, and Performing Arts, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Literary, Visual, or Performing Arts.

**B. Specific Goals**

Goal 1: Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression; and demonstrate capacities for aesthetic and culturally informed understanding.

**Expected Learning Outcome 1.1: Successful students are able to analyze and interpret significant works of design or visual, spatial, literary or performing arts.** 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: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to describe and explain how cultures identify, evaluate, shape, and value works of literature, visual and performing art, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.** 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: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to evaluate social and ethical implications in literature, visual and performing arts, and design.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Goal 2: Successful students will experience the arts and reflect on that experience critically and creatively.

**Expected Learning Outcome 2.1: Successful students are able to engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.** 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: \_\_\_\_\_

**Expected Learning Outcome 2.2: Successful students are able to critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.**

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

**GE Rationale: Foundations: Natural Science (4 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Natural Sciences, please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Natural Science.

Course Subject & Number: \_\_\_\_\_

## **B. Specific Goals for Natural Sciences**

GOAL 1: Successful students will engage in theoretical and empirical study within the natural sciences, gaining an appreciation of the modern principles, theories, methods, and modes of inquiry used generally across the natural sciences.

**Expected Learning Outcome 1.1: Successful students are able to explain basic facts, principles, theories and methods of modern natural sciences; describe and analyze the process of scientific inquiry.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.2: Successful students are able to identify how key events in the development of science contribute to the ongoing and changing nature of scientific knowledge and methods.** 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: \_\_\_\_\_

**Expected Learning Outcome 1.3: Successful students are able to employ the processes of science through exploration, discovery, and collaboration to interact directly with the natural world when feasible, using appropriate tools, models, and analysis of data.** Please explain the 1-credit hour equivalent experiential component included in the course: e.g., traditional lab, course-based research experiences, directed observations, or simulations. Please note that students are expected to analyze data and report on outcomes as part of this experiential component. *(50-1000 words)*

Course Subject & Number: \_\_\_\_\_

GOAL 2: Successful students will discern the relationship between the theoretical and applied sciences, while appreciating the implications of scientific discoveries and the potential impacts of science and technology.

**Expected Learning Outcome 2.1: Successful students are able to analyze the inter-dependence and potential impacts of scientific and technological developments.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 2.2: Successful students are able to evaluate social and ethical implications of natural scientific discoveries.** 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: \_\_\_\_\_

**Expected Learning Outcome 2.3: Successful students are able to critically evaluate and responsibly use information from the natural sciences.** 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: \_\_\_\_\_

**GE Rationale: Foundations: Mathematical and Quantitative Reasoning (or Data Analysis) (3 credits)**

Requesting a GE category for a course implies that the course fulfills **all** expected learning outcomes (ELOs) of that GE category. To help the reviewing panel evaluate the appropriateness of your course for the Foundations: Mathematical and Quantitative Reasoning (or Data Analysis), please answer the following questions for each ELO.

**A. Foundations**

Please explain in 50-500 words why or how this course is introductory or foundational in the study of Mathematical & Quantitative Reasoning (or Data Analysis).

**B. Specific Goals for Mathematical & Quantitative Reasoning/Data Analysis**

Goal: Successful students will be able to apply quantitative or logical reasoning and/or mathematical/statistical analysis methodologies to understand and solve problems and to communicate results.

**Expected Learning Outcome 1.1: Successful students are able to use logical, mathematical and/or statistical concepts and methods to represent real-world situations.** 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: \_\_\_\_\_

**Expected Learning Outcome 1.2: Successful students are able to use diverse logical, mathematical and/or statistical approaches, technologies, and tools to communicate about data symbolically, visually, numerically, and verbally.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.3: Successful students are able to draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.** 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: \_\_\_\_\_

**Expected Learning Outcome 1.4: Successful students are able to make and evaluate important assumptions in estimation, modeling, logical argumentation, and/or data analysis.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

**Expected Learning Outcome 1.5: Successful students are able to evaluate social and ethical implications in mathematical and quantitative reasoning.** Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Wednesday, January 10, 2024 at 13:38:03 Eastern Standard Time

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**Subject:** Re: Concurrence  
**Date:** Wednesday, January 10, 2024 at 12:00:54 PM Eastern Standard Time  
**From:** Levin, Erica  
**To:** Westlake, E.J., Whittington, Karl  
**Attachments:** Outlook-wqvgl5oz.jpg

Hi E.J. and Karl,

I am also happy to support EJ's offer of concurrence. Excited to have Ujaan working on this course. It sounds great.

Warmly,  
Erica

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**From:** Westlake, E.J. <[westlake.35@osu.edu](mailto:westlake.35@osu.edu)>  
**Sent:** Wednesday, January 10, 2024 11:36 AM  
**To:** Whittington, Karl <[whittington.78@osu.edu](mailto:whittington.78@osu.edu)>; Levin, Erica <[levin.1996@osu.edu](mailto:levin.1996@osu.edu)>  
**Subject:** Re: Concurrence

Hi, Erica.

I concur if you are on board. 😊

**E.J. Westlake**  
(she/her or they/them)  
Professor and Chair  
**Department of Theatre, Film, and Media Arts**  
Theatre and Film Building  
1932 College Road  
Columbus, OH 43210



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**From:** Whittington, Karl <[whittington.78@osu.edu](mailto:whittington.78@osu.edu)>  
**Sent:** Wednesday, January 10, 2024 9:37 AM  
**To:** Levin, Erica <[levin.1996@osu.edu](mailto:levin.1996@osu.edu)>; Westlake, E.J. <[westlake.35@osu.edu](mailto:westlake.35@osu.edu)>  
**Subject:** Concurrence

Dear Erica and E.J.,

I am writing to ask if the Film Studies Program and TFMA would be willing to offer concurrence for our proposed new course in History of Art, HistArt 2007: Buddha to Bollywood: The Arts of India. The course is a broad survey, proposed for the new GE Foundations categories in arts, history, and REGD, that looks at art and visual culture in India throughout history. Several weeks at the end of the semester deal with film and television in India, though the course is primarily focused on visual art. We hope to offer the course for the first time next year, with our new faculty member Ujaan Ghosh. Syllabus attached.

All best,  
Karl

Dr. Karl Whittington (he/him)  
Associate Professor and Department Chair  
Department of History of Art  
201B Pomerene Hall  
The Ohio State University  
[whittington.78@osu.edu](mailto:whittington.78@osu.edu)  
<https://history-of-art.osu.edu/people/whittington.78>

Wednesday, January 17, 2024 at 16:49:10 Eastern Standard Time

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**Subject:** Re: Concurrence

**Date:** Wednesday, January 17, 2024 at 4:43:01 PM Eastern Standard Time

**From:** Liu, Morgan

**To:** Whittington, Karl

Dear Karl,

NESA is pleased to offer concurrence for this course, and we do it with enthusiasm. In fact, we may add it to our South Asia minor after you are approved. And it may be good for Ujaan to meet our department at some point.

Best wishes, Morgan

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**From:** Liu, Morgan <[liu.737@osu.edu](mailto:liu.737@osu.edu)>

**Date:** Wednesday, January 17, 2024 at 1:52 PM

**To:** Whittington, Karl <[whittington.78@osu.edu](mailto:whittington.78@osu.edu)>

**Subject:** Re: Concurrence

Hi Karl,

I'll send this course to our Undergraduate studies committee, which includes the member who teaches our Bollywood class. Looks like a great class, and I hope we can give concurrence!

Nice to run into you for a moment there today!

Best wishes, Morgan

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**From:** Whittington, Karl <[whittington.78@osu.edu](mailto:whittington.78@osu.edu)>

**Date:** Wednesday, January 17, 2024 at 1:20 PM

**To:** Liu, Morgan <[liu.737@osu.edu](mailto:liu.737@osu.edu)>

**Subject:** Concurrence

Dear Morgan,

I am writing to ask if NESA would be willing to offer concurrence for our proposed new course in History of Art, HistArt 2007: Buddha to Bollywood: The Arts of India. The course is a broad survey, proposed for the new GE Foundations categories in arts, history, and REGD, that looks at art and visual culture in India throughout history. Several weeks at the end of the semester deal with film and television in India, though the course is primarily focused on visual art. We hope to offer the course for the first time next year, with our new faculty member Ujaan Ghosh. Syllabus attached.

All best,

Karl

Dr. Karl Whittington (he/him)  
Associate Professor and Department Chair  
Department of History of Art  
201B Pomerene Hall  
The Ohio State University  
[whittington.78@osu.edu](mailto:whittington.78@osu.edu)  
<https://history-of-art.osu.edu/people/whittington.78>

## History of Art BA Curricular Map

### Program Learning Goals:

**Goal 1: Students gain a general familiarity with and knowledge of major art historical monuments**

**Goal 2: Students acquire a basic understanding of current approaches in art history as well as an acquaintance with the history of the discipline**

**Goal 3: Students acquire a fundamental knowledge of the materials and techniques of art making and an understanding of the relevance of this knowledge for art historical interpretation**

**Goal 4: Students learn to look, read, and think critically as well as to articulate and support sustained arguments**

**Goal 5: Students acquire the fundamental writing and research skills necessary to produce art historical scholarship**

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
<b>Required Courses Offered by Unit</b>					
<b>Group A</b>					
HA 4001	Beginning/ Intermediate	Beginning/ Intermediate	Beginning/ Intermediate	Intermediate	Intermediate
HA 4005 (may be substituted for a studio art course)	Beginning/ Intermediate	Beginning/ Intermediate	Intermediate/ Advanced	Beginning/ Intermediate	Beginning/ Intermediate
HA 4010	Intermediate	Intermediate/ Advanced	Beginning/ Intermediate	Intermediate	Intermediate
HA 4016	Advanced	Advanced	Advanced	Advanced	Advanced
<b>Group B (6 courses)</b>					
2000- and 3000- Level Courses (max of 2)*	Beginning	Beginning	Beginning	Beginning	Beginning
4000-level	Advanced	Intermediate/ Advanced	Intermediate/ Advanced	Intermediate/ Advanced	Intermediate/ Advanced
5000-level	Advanced	Advanced	Advanced	Advanced	Advanced
<b>Group C (2 courses)</b>					
4000-level	Advanced	Intermediate/ Advanced	Intermediate/ Advanced	Intermediate/ Advanced	Intermediate/ Advanced
5000-level	Advanced	Advanced	Advanced	Advanced	Advanced

\* Undergraduates would take HA 2007 as an elective in group B

