

**The Ohio State University
First-Year Seminar Program
Course Proposal**

Course Information

1. Attach a syllabus that includes the following (sample syllabi can be found at <http://firstyearseminars.osu.edu>):

- the course goals
- a brief description of the content
- the distribution of meeting times
- a weekly topical outline
- a listing of assignments
- grade assessment information (A-E or S/U)
- required textbooks and/or reading list
- the academic misconduct and disability services statements (sample statements can be found at <http://ascas.osu.edu/curriculum/asc-syllabus-elements>)

Instructor Information

2. Attach a brief biographical paragraph that includes the current research interests, teaching awards and honors, and undergraduate courses taught by the participating instructor(s).

Amrutha Kunapulli; Department of Theatre, Film, and Media Arts

Proposer's Name and Primary Academic Unit (please print)

Assistant Professor

Proposer's Title

kunapulli.1@osu.edu

Proposer's e-mail Address

13 Feb 2025

Submission Date

E.J. Westlake

Approval of Department Chair of Academic Unit (please print)

Please return this form and any attachments to Todd Bitters, bitters.4@osu.edu, no later than MARCH 1.

Instructor bio:

Amrutha Kunapulli is a scholar of cinemas of India, with an emphasis on popular cinemas of south India. Her work is situated at the intersection of world cinema and popular cinema, and includes engagements with stardom, fandom, digital media, popular culture, and cinemas of the global south. Kunapulli has published in *Studies in World Cinema* and *South Asian Popular Culture* amongst other publications. Her forthcoming book, *Worlding Tamil Cinema*, studies the globalist tendencies of twenty first century Tamil cinema and its position in the network of world cinema. She teaches with the Department of Theatre, Film, and Media Arts at OSU.

Teaching experience:

Over my teaching career, I have taught introductory, foundational, and advanced courses in both film studies and literature, as well as courses in popular culture, general humanities, and composition, with an emphasis on global perspectives and postcolonial texts. I am also trained in teaching online courses. Relevant to the FYS, I have taught several years of general humanities and composition, as well as introductory seminars that parallel the FYS in its purposes of introducing students to the subject and offering an inroad to the critical thinking, discussion-based classroom. Some of the more relevant such courses include:

Michigan State University

Instructor:

First Year Writing: Space, Place, and Identity

Film and Society: Food, Feasts, and Film

Intro to Popular Literature: Pulp Fictions and Popular Literatures

Online (summer and pandemic):

Stars and Directors: Global Stardom

Film and Society: Cities and Cinema

Asia and the World: Asian Globalities in Text and Film

Wofford College

Introduction to Film Studies

Introduction to Dark Comedy

Literature and Composition: space, text, identity

Colby College

Intro to Film

Melodrama at the Movies

Apart from these, I have taught several other courses geared for majors and graduate students. Full teaching list:

Teaching:

The Ohio State University

Undergraduate seminars:

Intro to Film Theory: Methodologies (2025-26)
Genre and Popular Cinema (2025-26)
Streaming Cinema: Distribution in the Digital Era
Cinemas of India: Media and Nationhood

Colby College

Undergraduate courses (100- and 200-level):

History of International Cinema – I (pre-1945)
Global New Waves
Genre studies: Black Comedy
Cinemas of India: Media and Nationhood
Melodrama at the Movies

General Education:

Intro to Cinema Studies

Wofford College

Introductory and general education:

Introduction to Film Studies
Introduction to Dark Comedy
Literature and Composition: space, text, identity

Senior Seminars:

World Cinema
Star studies

Michigan State University

Teaching Assistant: Integrated Arts and Humanities: Europe and the World (online and in-person), US and the World, Asia and the World, Michigan Literature, Intro to Film Studies

Instructor:

First Year Writing: Space, Place, and Identity
Film and Society: Food, Feasts, and Film
Intro to Popular Literature: Pulp Fictions and Popular Literatures

Online:

Foundations of Literary Studies: Space, Place, and Text
Stars and Directors: Global Stardom
Film and Society: Cities and Cinema
Asia and the World: Asian Globalities in Text and Film
Stars and Directors: Auteur-Star Brands

ARTSSCI 1137: College in Popular Culture

Instructor: Amrutha Kunapulli
Email: kunapulli.1@osu.edu

Class times: once a week discussion

Course overview:

In this course, we will watch moving image texts (movies, shorts, television/streaming series) that explore the college experience from a number of perspectives. We will study how cinema and other moving image media forms have been used to represent their zeitgeist and learn the various ways media studies approaches the study of these texts. At the same time, through the diverse array of texts, the class discussions will explore the college experience from various cultures, and put them in conversation with the current experience of you and your peers. This is a discussion-based class and will introduce you to the seminar style classroom expectations and course structure.

Course objectives:

- Introduce students to the field of cinema and media studies
- Expose students to diverse cultures and perspectives
- Provide a template for the seminar style experience in the arts and humanities
- Provide opportunities for students to explore the OSU library systems, the Wexner Center, and the local Columbus media scene
- Offer a discussion space to explore the various ways to make the best of their personal college experiences

Materials required: Any readings will be provided for free, but students will occasionally need access to some popular streaming websites. The syllabus may be tweaked later on to best accommodate class access to texts.

Graded assignments:

Preparation and engagement (45%): Coming to class every week having watched the movie/text, and having prepared talking points, is vital to gaining a good grade in class. Furthermore, being present and attentive, listening to other students in class (and not just waiting to talk), and being respectful in your classroom behaviour, to me and to your peers, all count as part of satisfactory classroom engagement.

Fortnightly reflections (25%): every two weeks, students will write a formal but not scholarly reflection looking back on their learning from the course thus far. This reflection will weave in texts watched as well as class discussions, and talking points that we couldn't get to in class discussions. These are due every other Sunday night.

Final presentation and reflection (30%): at the end, students will choose a text of their own that they believe best represents their first year experience on screen, and present a short lightning talk on the text. This will be a capstone assignment that demonstrates everything that they've learned over the semester. This will be accompanied by a written statement that also demonstrates use of library resources.

Standard OSU grading scales apply

Sample texts: *National Lampoon's Animal House; Pitch Perfect; The Foreign Duck, the Native Duck, and God in a Coin Locker; Il Posto; 3 Idiots; Bridge and Tunnel; Community; Sex Lives of College Girls; The Man Who Sleeps; Pot Luck; Oh Boy/ A Coffee in Berlin; Pratiwandhi; Dear White People; Normal People.* The syllabus will also weave in a mandatory attendance of at least one of the free screenings at the Wex that semester.

Sample discussion topics: Each week, the class discussion will centre the week's text and use it to explore both the form and content of the movie. This will allow for a conversation that weaves together two sets of weekly topics. Below are lists of a few weekly topics from each column. These topics will be finalised closer to the semester start date:

Narrative topics: the "All American" college experience, competition and sports, Greek life, burnout and ennui, mental health, intersectional experiences of college (class, gender, race, sexuality, nationality, position of authority), academic and graduation pressures, social inclusion and exclusion, and global approaches to learning and education,

Media studies topics: genre studies, art cinema and popular cinema, television studies, distribution and industry studies, cultural studies approaches to moving image texts (feminism, queer theory, psychoanalysis etc), socioeconomic and cultural politics of various global media industries (USA, India, Japan, "European art cinema")

Weekly schedule (specific texts and topics will be added closer to start date):

W1: Introduction to topic, texts, structure

W2: Discussing text

W3: Discussing text

FR Due

W4: Discussing text

W5: Discussing text

FR Due

W6: Discussing text

W7: Discussing text

FR Due

W8: Discussing text

W9: Discussing text

FR Due

W10: Discussing text

W11: Discussing text

FR Due

W12: Discussing text

W13: one-on-one meetings with instructor

W14: presentations / talks

W15: presentations / talks

Final statement/essay due

Course Policies:

I will engage with you in good faith i.e. I assume the best of your intentions in this class, and I would hope you assume the best of mine. This also means that I am committed to a safe and respectful classroom for everyone, but there cannot be a truly "safe" public space, since public space is inherently

interactional. We will run a classroom of general common sense, mutual compassion and respect, and professional communication.

Life happens; if you feel you are falling behind or find the course too challenging, please talk to me.

Don't plagiarise; seriously, it's not worth it. Give every assignment your best honest effort and come talk to me anytime it's too challenging.

In this class, I will include the opportunity for students to indicate the name and the pronouns they use. Let me know at any point if you need to update your name and/or pronouns in my records.

Learning accommodations: If you believe certain elements of this course will be challenging because of pre-existing learning or other disabilities, please make an office hours appointment with in the first week or two of classes so we can formulate a plan to aid your success in the course. See the disability segment in the institutional policy section below for more.

As an OSU employee, I am a mandatory reporter. Since, in this class, we will be discussing your college experiences, it is my duty to mention that while it is my goal to create a space in which you feel comfortable sharing your experiences and perspectives, I am required to share information regarding sexual misconduct with the University's Title IX Office. If I can be of assistance in helping you to make a report and in finding campus and community resources, please let me know. Please see the section in the institution policies for more info.

Institutional policies

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 3335-5-48.7 (B)).

For additional information, see the [Code of Student Conduct](#).

Title IX

I have mandatory reporting responsibility related to my role as an Ohio State employee. It is my goal that you feel able to share information related to your life experiences in classroom discussion or in your written work, and in our one-on-one meetings. I seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual misconduct with the University's Title IX Office. If I can be of assistance in helping you to make a report and in finding campus and community resources, please let me know. If you would like to access resources directly, please feel free to contact the Title IX office (see above). Students may speak to someone confidentially by contacting Counseling & Consultation Services at 614-292-5766 or the 24 hour helpline from the Sexual Assault Response Network of Central Ohio (SARNCO) at 614-267-7020.

Disability Services

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 ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or 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](#))