



Arts and Sciences

Curriculum and Assessment Office
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174 W. 18th Avenue
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artsandsciences.osu.edu

December 30, 2009

W. Randy Smith
Vice Provost
Office of Academic Affairs
203 Bricker Hall, 190 N. Oval Mall
CAMPUS

Dear Randy:

The Arts and Sciences Committee on Curriculum and Instruction (CCI) unanimously approved a **new minor in South Asia Studies** on December 4, 2009. The main contact for this proposal is Mytheli Sreenivas (Sreenivas.1@osu.edu). Prior to CCI this proposal was approved by the CCI Interdisciplinary Initiatives Subcommittee on November 17, 2009 (see transmittal history for details.)

The South Asia Studies Minor requires 25 credit hours, including the new foundational course, ASC 265 (included in packet, also pending approval) and 20 additional credits from a list of approved electives. Approved electives are from a wide array of departments, allowing students to either focus in on a particular area of interest or acquire a broad knowledge base within South Asia Studies. The minor was designed with this flexibility in mind. Also, students may count 5 elective credit hours completed at the 200-level or above in Hindi, Urdu, Persian, or Tibetan.

This minor would be a welcome addition to the curriculum for students with interest in the area of South Asia because the minor not only helps students identify and structure a specialization from related courses in many fields, but also potentially allows students to capitalize on developing language programs at Ohio State.

Please let me know if I can be of further assistance as CAA considers this proposal.

Sincerely,

A handwritten signature in blue ink that reads "Kathleen M. Hallihan".

Kathleen M. Hallihan
Director, Curriculum and Assessment

c: Randy Smith
Melissa Soave
Terry Gustafson

Date: 25 November 2009
Subject: Proposed Interdisciplinary Minor in South Asia Studies
From: Larry Krissek, Chair, Interdisciplinary Initiatives Subcommittee

The Interdisciplinary Initiatives Subcommittee considered the proposal for a new Interdisciplinary Minor in South Asia Studies at its meeting of 17 November 2009, following approval of a new course that will serve as the required foundational course in this minor (ASC 265, Introduction to South Asia). Jessica Mercerhill provided background about the development of this proposal. Subsequent discussion by the Subcommittee concentrated on the distribution of subjects treated by courses within the proposed minor and, therefore, the potential for students to focus their work within the minor.

As proposed, the South Asia Studies Minor will require completion of at least 25 credit hours; these include the required 5 credit foundational course (ASC 265), and at least 20 additional credits from a list of approved electives. The approved electives include courses from Comparative Studies, History, History of Art, Linguistics, Near Eastern Languages and Cultures, Philosophy, and Political Science. The elective coursework must be taken from at least two different academic units.

In addition to courses from the approved list of electives, 5 credit hours completed at the 200-level or above in Hindi, Urdu, Persian, or Tibetan can be counted toward this minor. Students also can petition to count credits from special topics offerings in Comparative Studies, English, Sociology, and Women's Studies, if the content of that offering is relevant to South Asia.

The Subcommittee's discussions of this proposal centered on two topics:

- 1) noting that a student within this minor could focus his/her coursework quite specifically – for example, focusing entirely on India, or almost entirely on Buddhism and Buddhist art. The committee that developed this proposal intended to provide this flexibility, given the range of potential interests by students and the breadth of the topic of “South Asia Studies”; and
- 2) noting that present list of elective courses did not include any options in the sciences (either social/behavioral sciences and natural sciences). A quick review of the Course Offerings Bulletin did not identify any obvious candidates for inclusion; however, units in the social/behavioral sciences and the natural sciences are welcome to propose courses they would like to be considered for addition to the South Asia Studies Minor.

Following this discussion, the Subcommittee voted unanimously to approve the proposed Interdisciplinary Minor in South Asia Studies. As a result, that proposal is being moved to the CCI for its consideration.

**The Ohio State University
Arts and Sciences
Interdisciplinary Programs
South Asia Studies Minor**

**CAA
3 of 112**

Arts and Sciences Advising
100 Denney Hall, 164 W. 17th Ave.
Columbus, OH 43210
(614) 292-6961 <http://ascadvising.osu.edu>

South Asia is an area rich in culture and history and is now increasingly important on the global scene. The minor addresses the following:

1. the history, society and culture associated with the South Asia region
2. the religions associated with the South Asia region and their impact on the peoples living there
3. the arts and literatures associated with the South Asia region

The undergraduate minor in South Asia Studies requires completion of a minimum of 25 credit hours. Students are required to take ASC 265: Introduction to South Asia. In addition, students must take coursework from at least two academic units. Language coursework is strongly encouraged. Students completing course work in Hindi, Urdu, Persian or Tibetan at the 200 level or above may count 5 hours of the language toward the minor.

Required Course: (5 Credit Hours)

Arts and Sci 265 Introduction to South Asia

Courses: (Complete 20 credit hours)

Comp Stds 270	Introduction to Comparative Religion (5)
Comp Stds 321	Religions of India (5)
Comp Stds/EALL 323	The Buddhist Tradition (5)
Comp Stds 345	South Asian American Religion and Culture (5)
History 355	History of Afghanistan (5)
History 543.01	Ancient India (5)
History 543.02	Muslim India (5)
History 543.03	Colonial India (5)
History 543.04	Post-colonial India (5)
History of Art 213	Asian Art (5)
History of Art 668	The Buddhist Art of Gandhāra and Kāśmīr (5)
History of Art 670	Buddhist Art: Theory and History (5)
History of Art 671	Art of India I (Ancient- Gupta) (5)
History of Art 672	Art of India II (Gupta-Colonial) or (500-1200 Buddhist-Hindi) (5)
History of Art 675	Art of India III (Paintings) (5)
History of Art 676	Hindu Iconography (5)
History of Art 771	Studies in the Art of India (3-5)
Sanskrit 621	Elementary Sanskrit (5)
Sanskrit 622	Classical Sanskrit (5)
Linguistics 623	Topics in Indic Linguistics (3, 5)
NELC 380	Every Day Life in South Asia (5)
Philosophy 215	Asian Philosophies (5)
Political Science 539	Contemporary Politics of South Asia (5)

Special Topics Courses:

Students may petition to use courses such as but not limited to the following when the content is relevant. Check with advising as to the appropriateness. Students may petition to have courses approved that are not listed on this sheet.

Comp Stds 202.01	Literature and Religion (5)
Comp Stds 205	Literature and Ethnicity (5)
Comp Stds 241	Intro to Asian American Studies (5)
Comp Stds 651	Topics in Comp Stds: South Asian Film (5)
Comp Stds 677.04	Comparative Folk groups: Vernacular Islam in South and West Asia (5)

English 564.04	Major Authors in 20 th Century Literature in English: Salman Rushdie (5)
English 581	Special Topics in U.S. Ethnic Literature (5)
English 583	Special Topics in World Literature: Imagining India: 20 th Century Literature and Film (5)
Sociology 382	Sociology of Asian American Life (5)
Women's Stds H296	Topics in Women's Studies: Women in the Islamic World (5)

Arts and Sciences minor program guidelines

The following guidelines govern minors.

Required for graduation No

Credit hours required A minimum of 20 (some minors require more)

Transfer credit hours allowed A maximum of 10

Overlap with the GEC Permitted, unless specifically disallowed by an individual minor program.

Overlap with the major Not allowed and

- The minor must be in a different subject than the major.
- The same courses cannot count on the minor and on the major.

Overlap between minors Each minor completed must contain 20 unique hours.

Grades required

- Minimum C- for a course to be listed on the minor.
- Minimum 2.00 cumulative point-hour ratio required for the minor.
- Course work graded Pass/Non-Pass cannot count on the minor.

Approval required The minor program description sheet indicates if the minor course work must be approved by:

- The academic unit offering the minor, or
- A college/school counselor.

Filing the minor program form The minor program form must be filed at least by the time the graduation application is submitted to a college/school counselor.

Changing the minor Once the minor program is filed in the college office, any changes must be approved by:

- The academic unit offering the minor, or
- A college/school counselor (depending on the minor)

ASC Curriculum Office
The Ohio State University
4132 Smith Laboratory
artsandsciences.osu.edu
JLM 11/30/09

Proposal for an Interdisciplinary Minor in South Asia Studies Arts and Sciences

Development Committee:*

Richard Davis
Susan Huntington
Pranav Jani
Brian Joseph
Christine Keating
Margaret Mills
Anthony Mughan
Mytheli Sreenivas
Hugh Urban

* Sai Bhatawadekar (now at University of Hawaii) played a key role in moving this proposal along through December 2008.

Proposal for an Interdisciplinary Minor in South Asia Studies

South Asia is an area rich in culture and history and is now increasingly important on the global scene. Moreover, there is a large and active South Asian community in Ohio and especially Central Ohio. Academic interest in this area, as measured by faculty research foci and courses offered, has been high at Ohio State for many decades and is on the increase, to judge from recent new course offerings in various departments by South Asian specialists. Furthermore, in recent years, several undergraduates have expressed a desire – and have successfully petitioned – to study South Asia in a concentrated way. To date, however, there has been no single formalized program that ties together available resources on South Asia at this university for such interested undergraduates. We propose therefore the creation of an undergraduate minor in South Asian Studies, drawing on existing courses in history, language, art, literature, and religion, among other topics, and offering students a coherent exploration of this fascinating part of the world. The minor addresses the following learning outcomes:

1. Students should be able to articulate an understanding of the history, society and culture associated with the South Asia region.
2. Students should be able to articulate an understanding of the religions associated with the South Asia region and their impact on the peoples living there.
3. Students should be able to articulate an understanding of the arts and literatures associated with the South Asia region.

Development of the Minor

The development of this minor arose from faculty interest. A core group of faculty with similar interests was brought together at the request of a few faculty members. After this initial group met to establish that there was a significant interest, notices of further development were sent to additional faculty and chairs of academic units who were thought to have possible interest in the area. Faculty from the following academic units participated in the development of the minor: English; History; Linguistics; Near Eastern Languages and Cultures; Undergraduate International Studies Program; and Women's Studies. Comments and suggestions were solicited from the chairs of all academic units with courses listed on the curriculum, and involvement was encouraged from throughout the Arts and Sciences and other colleges on campus. The proposal was shared with various student groups and feedback solicited.

Curriculum

The proposed undergraduate minor in South Asia Studies requires completion of a minimum of 25 credit hours. Students are required to take a new course, ASC 265 Introduction to South Asia which will provide a foundational overview to the area and the associated knowledge base. In addition, students must take coursework from at least two academic units. Language coursework is strongly encouraged. Students completing course work in Hindi, Urdu, Persian or Tibetan at the 200 level or above may count 5 hours of the language toward the minor.

Required Course:

Arts and Sciences 265 Introduction to South Asia

Courses:

Comparative Studies

Comp Stds 270	Introduction to Comparative Religion (5 crs)
Comp Stds 321	Religions of India (5 crs)
Comp Stds/EALL 323	The Buddhist Tradition (5 crs)
Comp Stds 345	South Asian American Religion and Culture (5 crs)

History

History 355	History of Afghanistan (5 crs)
History 543.01	Ancient India (5 crs)
History 543.02	Muslim India (5 crs)
History 543.03	Colonial India (5 crs)
History 543.04	Post-colonial India (5 crs)

History of Art

History of Art 213	Asian Art (5 crs)
History of Art 668	The Buddhist Art of Gandhāra and Kāśmīr
History of Art 670	Buddhist Art: Theory and History (5 crs)
History of Art 671	Art of India I (Ancient- Gupta) (5 crs)
History of Art 672	Art of India II (Gupta-Colonial) or (500-1200 Buddhist-Hindi) (5 crs)
History of Art 675	Art of India III (Paintings) (5 crs)
History of Art 676	Hindu Iconography (5 crs)
History of Art 771	Studies in the Art of India (3-5 crs)

Linguistics

Sanskrit 621	Elementary Sanskrit (5 crs)
Sanskrit 622	Classical Sanskrit (5 crs)
Linguistics 623	Topics in Indic Linguistics (3, 5 crs)

Near Eastern Languages and Cultures

NELC 380	Every Day Life in South Asia (5 crs)
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Philosophy

Philosophy 215	Asian Philosophies (5 crs)
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Political Science

Political Science 539	Contemporary Politics of South Asia (5 crs)
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Special Topics Courses:

Students may petition to use courses such as but not limited to the following when the content is relevant. They should check with advising as to the appropriateness.

Comp Stds 202.01	Literature and Religion (5 crs)
Comp Stds 205	Literature and Ethnicity (5 crs)
Comp Stds 241	Introduction to Asian American Studies (5 crs)
Comp Stds 651	Topics in Comparative Studies: South Asian Film (5 crs)
Comp Stds 677.04	Comparative Folk groups: Vernacular Islam in South and West Asia (5 crs)
English 564.04	Major Authors in 20 th Century Literature in English: Salman Rushdie

	(5 crs)
English 581	Special Topics in U.S. Ethnic Literature (5 crs)
English 583	Special Topics in World Literature: Imagining India: 20 th Century Literature and Film (5 crs)
Sociology 382	Sociology of Asian American Life (5 crs)
Women's Stds H296	Topics in Women's Studies: Women in the Islamic World (5 crs)

Administration and Advising

The minor will be listed in the OSU Bulletin as “an interdisciplinary minor offered through the College of Arts and Sciences.” An interdisciplinary Faculty Advisory Committee will be formed with representatives from the major departments offering coursework within the minor and will include a representative from the university academic advising community. The Committee will be appointed by the Associate Executive Dean of the College of Arts and Sciences according to the guidelines approved for interdisciplinary programs by the College of Arts and Sciences Committee on Curriculum and Instruction (CCI). This committee will evaluate the minor curriculum and course offerings and meet at least once per year in order to make recommendations to the CCI Subcommittee A regarding policy rules, the addition of courses to the minor, student learning outcome assessment, and the status of the minor. The CCI will have curricular oversight of the program.

Advising will be done by departmental advisors, in conjunction with Arts and Sciences advisors, as well as participating faculty. Program materials will be available through the Office of Interdisciplinary Programs within the College of Arts and Sciences, the Arts and Sciences Curriculum and Assessment Office, and through the interdisciplinary program website of the College of Arts and Sciences. Advisors will be provided with any needed education regarding the requirements of the minor and the selection of courses. Students will be able to declare this minor with their advisors and the Degree Audit System will be used to complete degree certification.

Enrollment Projection

It is expected that this minor will be attractive to a wide variety of majors. It is expected that students majoring in comparative studies; business; english; history; history of art; international studies; linguistics; and near eastern languages and cultures will show particular interest; although students from an even wider range of majors with interests in this world region may be drawn to this program.

The minor will be advertised to students in several ways: through the creation of a minor requirement sheet maintained by the College of Arts and Sciences Curriculum and Assessment Office and circulated to advisors and relevant faculty, through the posting of curricular information on the Office of Interdisciplinary Programs within the College of Arts and Sciences website, and through the establishing of links on participating departments' websites. It is expected that the minor will initially attract a total of 20-25 students and grow to attract 45-50 students within five years. The Faculty Advisory Committee will monitor growth of student participation in the minor and make recommendations about possible increases in seat availability, if needed.

Resources and Expenses

Current facilities and staff resources are adequate to support this minor. The interdisciplinary cooperation of units allows students to benefit from the resources that exist in disparate units in such a way that enhances the networking amongst units. As the minor assists in connecting interested students to specific courses, it is expected that new courses may be developed as there will be a body of students to populate them. Our current budgetary system should reinforce the development of new courses as the interested student body grows. See Appendix A for a listing of faculty who regularly teach courses and conduct research in this area.

Competitiveness With Other Institutions

The University of Wisconsin-Madison offers a Ph.D. minor and a B.A. concentration through their Center for Southeast Asian Studies. They have 35 course options from 9 academic departments for the Southeast Asia program.

UC Berkeley has an undergraduate major and minor in South and Southeast Asian Studies. Students can choose to focus on South and Southeast Asian civilizations or literatures and languages. South and Southeast Asian Studies is its own department and offers more than 25 courses under this heading.

The University of Pennsylvania offers a South Asia Studies major and minor program. While several South Asia Studies courses are offered under this heading, the major and minor require several courses from other departments (thereby increasing the interdisciplinarity of the program).

Duke University has a Center for South Asia Studies. The Center offers a wide range of courses in the languages, literatures, history, religions, political science, anthropology, and arts of South Asia, but does not appear to offer a minor or major.

The University of North Carolina has an Asian Studies Program which offers a concentration in South Asian Studies. This concentration consists of 20 possible courses from four departments. North Carolina State University has an area studies concentration in 'East and Southeast Asia' as well as 'South Asia and Middle East' as part of their International Studies Program. These area studies courses come from seven departments.

The University of Chicago offers a South Asian studies undergraduate major and minor as well as B.A., M.A., and Ph.D. concentrations for students from over 25 departments and professional programs. Most of the required courses are offered through the South Asian Languages and Civilizations department.

The University of Iowa has a South Asian Studies Program which offers undergraduate majors through the Department of Asian Languages and Literature. Students can also major in International Studies (which is an interdisciplinary program) with an emphasis in South Asian Studies.

Indiana University has an India Studies major, minor and certificate program which requires 15 credit hours of class work in South Asian culture.

The University of Michigan has a Center for South Asian Studies which offers a MBA/MA and graduate certificate program.

Administrative Support for the Minor

The establishment of this minor is supported at various levels. It has the support of the Executive Dean of the Colleges of Arts and Sciences, Joe Steinmetz. Additional program concurrence and support has been obtained from many academic units and administrators (see Appendix C).

Implementation Date

The minor in South Asia Studies is proposed for implementation in Spring Quarter 2010.

Student Learning Assessment**Learning Goals:**

1. Students will be able to articulate an understanding of the history, society and culture associated with South Asia region.
2. Students will be able to articulate an understanding of the religions associated with the South Asia region and their impact on the peoples living there.
3. Students will be able to articulate an understanding of the arts and literatures associated with the South Asia region.

Assessment Plan:

1. Enrollment will be evaluated, as possible, on both the program and course levels on a yearly basis. On a program level, the number of students enrolled in the minor will be tracked. Additional student information, such as student major, honors and scholar affiliation, course selection, and performance in the minor will be assessed. At a course level, enrollment and seat availability in specific minor courses will be evaluated. Possible barriers to completing the minor in a timely fashion may be shown by enrollment trends. As students may not declare their minor until application for graduation, retrospective data will be collected and compared to data collected on a quarterly and annual basis.
2. As enrollments increase, assessment will move to a survey of graduating minors, again stressing attainment of the above goals, and the structure, availability and sequencing of courses in the minor.
3. Student feedback regarding curricular content of courses will be solicited, especially in courses that are selected by the majority of students for use in the minor.

Dissemination:

The assessment will be supervised by the oversight committee for the minor and the results will be used for considering improvements in the minor program. The oversight committee also will summarize the results, along with any plans for changes and improvements in the minor, as a report to be distributed to the Arts and Sciences Interdisciplinary Subcommittee and to the faculty and academic units participating in the minor.

APPENDIX A: FACULTY

Faculty and teaching staff listed below have research and/or teaching interests in South Asia Studies or related disciplines at The Ohio State University.

* Faculty not listed here but interested in being part of the minor are encouraged to notify the Office of Interdisciplinary Programs.

Leo Coleman	Comparative Studies
Stephen Dale	History
Richard Davis	Near Eastern Languages and Culture
Pranav Jani	English
Brian Joseph	Linguistics; Slavic & East European Languages and Literatures
Christine Keating	Women's Studies
Inam Khokhar	Near Eastern Languages and Cultures
Thomas Kasulis	Comparative Studies
John Huntington	History of Art
Susan Huntington	History of Art
Margaret Mills	Near Eastern Languages and Cultures
Mari Noda	East Asian Languages and Literatures
Irfan Nooruddin	Political Science
Patricia Sieber	East Asian Languages and Literatures
Mytheli Sreenivas	History; Women's Studies
Hugh Urban	Comparative Studies

APPENDIX B: Prerequisites for Courses

Prerequisites may be waived or alternate substitutions may be accepted by instructors so students should check with advisors or faculty if this is possible.

Comparative Studies

Comp Stds 270	English 110 or equivalent
Comp Stds 321	Comp Stds 270 or Rel Stds 270; or Comp Stds 202.01 or 202.02
Comp Stds/EALL 323	Comp Stds 270 or Rel Stds 270; or Comp Stds 202.01 or 202.02
Comp Stds 345	English 110 or equivalent

History

History 543.01	None
History 543.02	None
History 543.03	None
History 543.04	None

History of Art

History of Art 213	2 nd yr standing or 1 st yr standing with credit for History of Art 111, 210, 211, 212, 216, or 250.
History of Art 668	History of Art 213 or permission of instructor
History of Art 670	None
History of Art 671	None
History of Art 672	None
History of Art 675	None

History of Art 676	None
History of Art 771	None

Linguistics

Sanskrit 621	None
Sanskrit 622	Sanskrit 621 or permission of instructor
Linguistics 623	Sanskrit 622 or Linguistics 622 or permission of instructor

Near Eastern Languages and Cultures

NELC 380	English 110 or equivalent
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Philosophy

Philosophy 215	None
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Political Science

Political Science 539	None
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Special Topics Courses:

Students may petition to use the following topics courses when the content is relevant. They should check with advising as to the appropriateness.

Comp Stds 202.01	English 110 or equivalent
Comp Stds 205	English 110 or equivalent
Comp Stds 241	English 110 or equivalent
Comp Stds 651	One course in comp std or rel stds
Comp Stds 677.04	None
English 564.04	None
English 581	None
English 583	None
Sociology 382	None
Women's Stds H296	None

APPENDIX C:

Program Concurrence Forms

Comparative Studies

FAES

History

History of Art

Philosophy

Political Science

Women's Studies

From: Eugene Holland [mailto:holland1@humanities.osu.edu]

Sent: Monday, March 16, 2009 4:36 PM

Cc: Julia Watson

Subject: RE: Interdisciplinary Minor in South Asia Studies concurrence request

Dear Jessica Mercerhill,

Comparative Studies is happy to give its concurrence to the proposed Interdisciplinary South Asia Studies Minor, and to the new core course, ASC 265, Introduction to South Asia.

Eugene W. Holland

Dr. Eugene W. Holland, Chair
Department of Comparative Studies
451 Hagerty Hall, 1775 College Road
The Ohio State University
Columbus, OH 43210
614-292-2559

From: Valarie Williams [mailto:mockabee.1415@osu.edu]

Sent: Wednesday, March 11, 2009 6:36 PM

Subject: Fwd: Interdisciplinary Minor in South Asia Studies concurrence request

Concurrence from History of Art.

From: Lisa Florman <florman.4@osu.edu>

Date: March 6, 2009 5:56:08 PM EST

Thanks for this, Val. It looks quite good.

Best,
Lisa

Lisa Florman
Associate Professor and Acting Chair
History of Art Department

From: Jill Pfister [mailto:pfister.1@osu.edu]

Sent: Wednesday, March 11, 2009 7:06 AM
To: Jessica Mercerhill
Subject: The Environmental Citizenship Minor and South Asia Minor

The College of Food, Agricultural, and Environmental Sciences Committee on Academic Affairs reviewed the minor proposals for Environmental Citizenship and South Asia and offers it's concurrence but does have some comments which are shown below:

Consider adding three more courses to the Social Sciences Perspective of the Environmental Citizenship Minor:

AED Econ/Int Stds 565 Global Climate Change: Economic Implications and Opportunities
U G 5
Rural Soc 766 Environmental Sociology UG 5

Page 2 of the South Asia minor proposal statement #1 indicates "understanding history, society and culture" What about economics, health, environmental issues? These areas are extremely important to understand this part of the world.

Sincerely,

Jill A. Pfister

Jill A. Pfister
Assistant Dean, Academic Affairs
College Secretary
The Ohio State University
100 Agricultural Administration
2120 Fyffe Road
Columbus, OH 43210

From: dhubin@gmail.com [mailto:dhubin@gmail.com] **On Behalf Of** Donald Hubin
Sent: Thursday, March 05, 2009 3:36 PM
To: Jessica Mercerhill
Subject: Re: Interdisciplinary Minor in South Asia Studies concurrence request

Dear Jessica,

The Philosophy Department has reviewed the proposal for the Interdisciplinary South Asia Studies Minor and ASC 265. We have no objections and support proposal to develop both the course and the minor.

Best Wishes,

Don

From: Jennifer Siegel [mailto:siegel.83@osu.edu]
Sent: Wednesday, March 25, 2009 10:41 PM

To: Jessica Mercerhill
Cc: Peter Hahn
Subject: Re: Interdisciplinary Minor in South Asia Studies concurrence request

The Department of History would like to offer its concurrence for the Interdisciplinary Minor in South Asia Studies, and its core course, ASC 265. We think this is a program that will offer much to undergraduate education at the University.

We would like to propose that one additional history course be added to the minor. History is in the process of proposing a new course, History 355: The History of Afghanistan, which we are now submitting through the ECA. We hope that this course will be approved by the end of the Spring quarter, and we feel that it would be a worthwhile addition to the Minor in South Asia Studies.

Yours most truly,

Jennifer Siegel
Undergraduate Studies Chair

Peter Hahn
Chair

-----Original Message-----

From: Jill Bystydzienski [mailto:bystydzienski1@humanities.osu.edu]
Sent: Friday, March 27, 2009 12:06 PM
To: Jessica Mercerhill
Subject: RE: Interdisciplinary Minor in South Asia Studies concurrence request

The Department of Women's Studies supports the proposed South Asia Studies minor.

Jill Bystydzienski
Professor and Chair
Department of Women's Studies
The Ohio State University
286 University Hall
320 N. Oval Mall
Columbus, OH 43210

614-292-1021
bystydzienski.1@osu.edu

New Course Proposal

ASC 265 (Core Course for South Asia Studies Minor)

New Course Request**Academic Organization and Curriculum Handbook**

College ASC

Course Bulletin Listing ARTS&SCI - ARTS AND SCIENCES

Course Prefix
Course Number 265 ☐ Generic course or decimal subdivision?

Full Course Title Introduction to South Asia

Transcript Title Intro South Asia

Level ☒ Undergraduate
☐ Graduate

Credit Hours 5

Proposed Effective Year 10

Proposed Effective Term Spring Quarter

Course Bulletin

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

Terms Offered Quarter(s)
☒ Autumn
☒ Winter
☒ Spring
☒ Summer
☐ Summer 1
☐ Summer 2Offering Pattern ☒ This year ☐ Every other year

Distribution of Class Time 2 2hr cl

Omit distribution of class time from printing? ☒

Prerequisites

☒ Electronic enforcement of prerequisites?Exclusion or Limiting
ClauseRepeatable? ☐Cross Listed? ☐Course part of a
sequence? ☐Grade Option ☒ Letter ☐ S/U ☐ Progress☐ GEC CourseGeneral Course
Information Statement☐ Off Campus/Field Experience?☐ EM Credit?☐ Admission Condition Course?☐ Offered in Distance Learning Format?☐ Service Learning?**General Information**Subject (CIP) Code Subsidy Level If you have questions, please contact Jed Dickhaut @ dickhaut.1@osu.edu.Expected Section
Size Proposed Number of Sections Per Year ☐ Course time less than 1 full term or Workshop

☐ Off-campus offering?☐ Required on Major(s)☒ Required on Minor(s)List of Minor Programs ☐ Elective within Major(s)☐ Elective within Minor(s)☐ Choice of Major(s)☐ Choice of Minor(s)☐ A General Elective

State the need and purpose of the course. Indicate how the course relates to the primary goals of the academic unit/school/college/university.

This course will serve as the required core course for the proposed South Asia Studies interdisciplinary minor.

Indicate the nature of the program adjustments, new funding, and/or withdrawals that make possible the implementation of this new course. Evidence must be given of whether the budget support will come from reallocation of existing resources or from new program funds.

As with all ASC courses, this course will be funded by the department in which the faculty member teaching the course resides. That department, in turn, will receive all of the course revenues.

Is approval of this request contingent upon the approval of other course or curricular requests? ☐ Yes ☒ No

Please complete and attach the form(s) on the following page before completing the package.

[Course Supplement Form](#)

Course Contact Information

Faculty Name

Faculty Email

Contact Name

Contact Dept

Contact Email

Contact Phone

**Arts and Sciences 265
Autumn 2009
Introduction to South Asia Course Syllabus**

Instructor:
Office:
Office Hours:
Office Phone:
Email:

Course Description:

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

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

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

Books and Movies (Required and suggested):

All books are available for purchase at university bookstores and will be on reserve in the library.

Required:

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

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

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

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

Suggested Readings for use in Presentations:

Hosseini, Khaled. The Kite Runner. New York: Riverhead Books, 2003.

Lahiri, Jhumpa. Interpreter of Maladies. Boston: Houghton Mifflin, 1999.

Or

Lahiri, Jhumpa. Namesake. Boston: Houghton Mifflin, 2003.

Gandhi. Dir. Richard Attenborough. Perf. Ben Kingsley. Columbia Pictures, 1982.

Lagaan. Dir. Ashutosh Gowariker. Perf. Aamir Khan. Aamir Khan Productions, 2001.

Or

Bombay. Dir. Mani Ratnam. Perf. Arvind Swami, Manisha Koirala. A.B.C.L., Madras Talkies, 1995.

Documentaries, articles, and web based audio-visual material will be used in class to supplement the reading. Suggestions for other books, articles, and movies according to student interest will also be welcome. Required and suggested reading and viewing will be used for presentations, discussions, and reviews.

Graded Assignments:

Newscast	15%	summary with handout of South Asian news
Presentations	30%	with power-point/ handouts on particular day's topics
Midterm	25%	in house
Final Paper	30%	take home

Grade explanation:

Newscast

We will assign one person each day to report of current and important South Asian news. You may choose various sources (such as the South Asia section of bbc.com) to keep yourselves informed. You are expected to bring a short handout with bullet-points summarizing the news. A short discussion will follow.

Presentation:

Two or more students will be assigned each day to present on the topics to be discussed on that day. Those of you assigned will be required to prepare a handout on that day's assigned readings, which should include a short summary of the readings,

opinion statements, discussion questions, and other material they have looked up on that topic. You are encouraged to supplement your handout with audio-visual or web based material you may have consulted. You are also welcome to present on topics directly related but outside of the day's readings, but if you wish to do so, discuss them with me first.

Midterm:

Midterm will be in-house. Review session will help students prepare. Midterm will contain short questions (no multiple-choice).

Final Paper:

Final paper should be 7-10 pages in length. You should choose a topic of your interest related to the areas and issues discussed in class. You should first discuss the topic and the argument format with the instructor (me!). Discussing work-in-progress and discussing drafts is very welcome and encouraged.

Assignment Make-Up Policy:

If for any family, medical, or personal emergency you find it necessary to miss a scheduled examination or assignment, you must contact the instructor as soon as possible. If you are unable to do that, please leave a message with the staff of the Undergraduate International Studies Program (292-9657). Please note that scheduling conflicts with other University activities—such as band, sports, ROTC, etc.—or outside work is generally not a valid excuse for missing any scheduled assignment.

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 (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>. This schedule is flexible and subject to change depending upon the progress and the interests of the class.

Week	Day	Topic	News cast	Presentation
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			Volunteer	Volunteer
1	Jan 3	Introduction Student survey of interest		
2	Jan 8	South Asian Geography Countries, landscape, cities Overview of Benazir Bhutto		
	Jan 10	South Asian History Ancient South Asia Reading: <u>Modern South Asia</u>		
3	Jan 15	South Asian History Mughal period Reading: <u>Modern South Asia</u>		
	Jan 17	South Asian History Colonial Period Reading: <u>Modern South Asia</u>		
4	Jan 22	South Asian History Independence Movement Reading: <u>Modern South Asia</u> Movie: <u>Gandhi</u>		
	Jan 24	South Asian History Independence Movement Reading: <u>Modern South Asia</u> Movie: <u>Gandhi</u>		
5	Jan 29	South Asian Politics and International Relations Post 1950-present Reading: <u>Modern South Asia</u>		
	Jan 31	Review		
6	Feb 5	Midterm		
	Feb 7	Movie		
7	Feb 12	South Asian Religions Hinduism, Islam, Sikhism Reading: <u>Religions of South</u>		

		<u>Asia</u>		
	Feb 14	South Asian Religions Buddhism, Jainism, other Reading: <u>Religions of South Asia</u>		
8	Feb 19	South Asia in International Relations and World Politics Reading: <u>South Asia</u> and <u>South Asia in World Politics</u>		
	Feb 21	Emerging role of South Asia in Global Economy Reading: <u>South Asia</u> and <u>South Asia in World Politics</u>		
9	Feb 26	South Asian Literature and Cinema in the Context of Globalization Reading: <u>Kite Runner</u> or <u>Namesake</u>		
	Feb 28	South Asian Literature and Cinema in the Context of Globalization Movie: <u>Kite Runner</u> or <u>Namesake</u>		
10	Mar 4	Remaining Reading and Discussion, Review, Questions.		
	Mar 6	Summary of Course Content Concluding Remarks Paper Due.		

- A. Please clarify intended student workload:
1. How many presentations are there for each student over course of term?
Students will be required to do one presentation.
 2. Will all students be asked to do all the reading?
Yes
 3. What is motivation for students to do the reading when it is not their turn to make a presentation?
Participation and discussion are expected and a participation grade has been added to the grading scheme on the syllabus.
 4. Do students have to know all the material for the mid-term? (based on their readings? or based on their note taking during presentations by other students?)
Yes. The following sentence has been added to the syllabus "Students are responsible for all course material covered until that point in the quarter, including both course readings and presentations."
 5. Are films actually going to be shown in their totality in the classroom?
Selected clips of the most important parts will be shown in class and arrangements will be made for the showing of the films in their entirety outside of class as an option for those interested in seeing the full film.
- B. There is not much emphasis on domestic politics. Are such topics covered?
Sugata Bose and Ayesha Jalal's book, Modern South Asia: History, Culture, and Political Economy (required text) addresses issues of domestic politics, especially in its chapter on partition and in two chapters on the post-independence era. Consequently, the course will introduce students to political issues, and will explore the connection between politics and other course themes. However, the primary focus of the course is the history and culture of South Asia.

Course Description

Comparative Studies 345:

South-Asian American Culture and Religion

TR 9:30-11:18

Fall Quarter 2005

Dr. Pranav Jani

Assistant Professor, Department of English

Office Hours: MT 11 :30-1 pm & by appointment

462 Denney Hall, jani.4@osu.edu, 614-292-6965

<http://people.cohums.ohio-state.edu/jani.4/>

Page 1 of 4

This course investigates the politics of cultural identity and community formation among South Asians in the US. What notions of religion, gender, nation, class, and sexuality govern these identities? Where have South Asian Americans fit in terms of the racial and ethnic dynamics of American society? How have ideas about the "exotic" or "spiritual" East and the "materialist" West shaped the image (and self-image) of this group? Throughout, our aim will be to see the historical contexts within which these questions have changed - especially since greater immigration from Asia was allowed in 1965. We will specifically discuss how cultural identities have been shaped recently by corporate globalization and the global popularity of everything "Indian," from Bollywood, bhangra, and mehndi to writers and software engineers. By drawing on literary, cinematic, historical and ethnographic texts, this course seeks to provide students with an interdisciplinary framework for understanding the diverse and often conflicting ways through which the desi experience is portrayed and understood.

Required Texts (available at SBX, 1806 N High St)

Dasgupta, Shamita. *A Patchwork Shawl: Chronicles of South Asian Women in America*. New Brunswick: Rutgers University Press, 1998.

Divakaruni, Chitra Banerjee. *Mistress of Spices*. New York: Anchor Books, 1998.

Lahiri, Jhumpa. *The Interpreter of Maladies*. Boston: Mariner Books, 1999.

Prashad, Vijay. *The Karma of Brown Folk*. Minneapolis: University of Minnesota Press, 2000.

Recommended (available at SBX)

Maira, Sunaina and Rajini Srikanth, eds. *Contours of the Heart: South Asians Map North America*. New York: Asian American Writers' Workshop, 1996.

Purkayastha, Bandana. *Negotiating Ethnicity*. New Brunswick: Rutgers University Press, 2005.

Tweed, Thomas A., ed. *Asian Religions in America: A Documentary History*. New York: Oxford University Press, 1998.

Course Web Page(s) and Email:

Log on at www.carmen.osu.edu for

- Interactive Syllabus
- Articles marked "C" on the syllabus
- Dropbox for turning in papers
- Discussion threads

Go to my personal webpage: <http://people.cohums.ohio-state.edu/jani41> for

- links to the broader literary and political context of class material
- links to world and alternative media

[http://people.cohums.ohio-state.edu/jani4/CS345 fall05.htm](http://people.cohums.ohio-state.edu/jani4/CS345%20fall05.htm) 10/31/2006

CS 345 Page 2 of 4

- information about campus news and events

Note: Important and personal messages requiring a response from me should be sent to

jani.4ra@osu.edu. Please keep

the discussion on Carmen focused on themes and questions of general interest to the class.

Course Requirements

Participation 20%

Journal (10 entries) 10%

Paper #1 (3-4 pages) 20%

Paper #2 (5-6 pages) 20%

Research Project (8-10) 30%

Course Policies

1) Absences: More than 2 absences from class will harm your participation grade, with a loss of 1/3 of a grade for each day lost. Emergencies should be reported to me as soon as possible, and may require documentation from the University.

2) Plagiarism: Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged, word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.

3) Help with Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. We will coordinate something with the Office for

Disability Services, located in 150 Pomerene Hall, which offers services for students with documented disabilities.

Contact the ODS at 2-3307.

COURSE OUTLINE

Introduction: Desi Identity in America

R 9/22 Quiz: Geography, history, and perceptions of South Asians and desis.

TV: "Homer and Apu." *The Simpsons: Season Five* (1993, artist: Matt Groening)

Comics: *Badmash: The Weekly South Asian Comic Strip*. <http://www.badmash.org/>

Website: Sepia Mutiny on Hyphenated Identities:

<http://www.sepiamutiny.com/sepia/archives/001994.html>

Transmittal History
for
South Asia Studies Minor

TRANSMITTAL HISTORY FOR NEW SOUTH ASIA STUDIES MINOR

ASC CCI
UNAPPROVED Minutes
Friday, December 4, 2009

4. South Asia Studies Minor (Guest: Mytheli Sreenivas)

A. Background (presented by L. Krissek):

- The Interdisciplinary Initiatives Subcommittee considered the proposal for a new Interdisciplinary Minor in South Asia Studies at its meeting of November 17, 2009, following approval of a new course that will serve as the required foundational course in this minor (ASC 265, Introduction to South Asia). (Neither ASC 265 nor the minor were approved when the subcommittee first considered them on October 27.) Jessica Mercerhill provided background about the development of this proposal. Subsequent discussion by the Subcommittee concentrated on the distribution of subjects treated by courses within the proposed minor and, therefore, the potential for students to focus their work within the minor.
- As proposed, the South Asia Studies Minor will require completion of at least 25 credit hours; these include the required 5 credit foundational course (ASC 265), and at least 20 additional credits from a list of approved electives. The approved electives include courses from Comparative Studies, History, History of Art, Linguistics, Near Eastern Languages and Cultures, Philosophy, and Political Science. The elective coursework must be taken from at least two different academic units.
- In addition to courses from the approved list of electives, 5 credit hours completed at the 200-level or above in Hindi, Urdu, Persian, or Tibetan can be counted toward this minor. Students also can petition to count credits from special topics offerings in Comparative Studies, English, Sociology, and Women's Studies, if the content of that offering is relevant to South Asia.
- The Subcommittee's discussions of this proposal centered on two topics:
 - 1) noting that a student within this minor could focus his/her coursework quite specifically – for example, focusing entirely on India, or almost entirely on Buddhism and Buddhist art. The committee that developed this proposal intended to provide this flexibility, given the range of potential interests by students and the breadth of the topic of "South Asia Studies"; and
 - 2) noting that present list of elective courses did not include any options in the sciences (either social/behavioral sciences and natural sciences). A quick review of the Course Offerings Bulletin did not identify any obvious candidates for inclusion; however, units in the social/behavioral sciences and the natural sciences are welcome to propose courses they would like to be considered for addition to the South Asia Studies Minor.
- Following this discussion, the Subcommittee voted unanimously to approve the proposed Interdisciplinary Minor in South Asia Studies. As a result, that proposal is being moved to the CCI for its consideration.

B. Discussion

- Q: How long has this been in the process?
 - M. Sreenivas: At least 5 years.

- Q: What slowed it down?
 - A: T. Gustafson: He has only been part of the process for 1 yr ½.
 - A: M. Sreenivas: The moving person behind the minor was a lecturer and at some point she left. There were also questions about where the minor was going to be housed.

Krissek's letter serves as motion to approve, 2nd Prabu David, **unanimously approved.**

CCI Interdisciplinary Initiatives Subcommittee
Approved Minutes
11/17/09

1. Proposal for an Interdisciplinary Minor in South Asia Studies (return)

A. Background:

- The development committee has responded to subcommittee's question concerning the distribution of time periods covered in courses within the minor. It is the intent of the committee to encourage flexibility when it comes to the time periods considered.
- There is also flexibility for students to focus on certain subject areas. Faculty advisors or major advisors will work with students. (At our 10-27 meeting, one member had expressed concern about scarcity of science courses in proposed minor.)
- Mercerhill provides information on how the courses were selected: First, the development committee came up with learning objectives and then departments were asked to submit courses. If departments did not respond, then their courses are not included. In the future, departments can suggest other courses for inclusion, if they so desire.

B. Discussion:

- Q: What if 265 is the last course students take in the minor? A: That's OK. It's the reality of minors at OSU.
- Comment: p. 3 of proposal: For a topics course like Comp Studies 651, only the "South Asian Film" version of the course would be appropriate.
- J. Davidson: There is an EALL film course (EALL 346 Asian American Film). Why not listed? A: Maybe because it is not taught often.
- Q: Was EALL approached? A: Almost sure they were. Concern: there is only one EALL course listed, and this one is cross-listed with Comp Studies: Comp Stds/EALL 323 "The Buddhist Tradition." This is a bit strange.
- This minor is a stand-alone minor. Originally, it was going to be housed in International Studies (no longer the case).

Brown, 2nd Shabad, **approved unanimously**

CCI Interdisciplinary Initiatives Subcommittee
Approved Minutes
Tuesday, October 27, 2009

2. Proposal for an Interdisciplinary Minor in South Asia Studies (return)

C. Background:

- The committee has responded to subcommittee's question concerning the chronological distribution of courses. It is the intent of the committee to encourage flexibility when it comes to time periods.
- There is also flexibility for students to focus on certain subject areas. Faculty advisors or major advisors will work with students. (At our 10-27 meeting, one member had expressed concern about scarcity of science courses in proposed minor.)
- Mercerhill provides information on how the courses were selected: First committee came up with learning objectives and then departments were asked to submit courses. If departments did not respond, then their courses are not included. In the future, departments can suggest other courses, if they so desire.

D. Discussion:

- Q: What if 265 is the last course students take in the minor? A: That's OK. It's the reality of minors at OSU.
- Comment: p. 3 of proposal: For a topics course like Comp Studies 651, only the "South Asian Film" version of the course would be appropriate.
- J. Davidson: There is an EALL film course (EALL 346 Asian American Film). Why not listed? A: Maybe because it is not taught often.
- Q: Was EALL approached? A: Almost sure. Concern: there is only one EALL course listed, and this one is cross-listed with Comp Studies: Comp Stds/EALL 323 "The Buddhist Tradition." This is a bit strange.
- This minor is a stand-alone minor. Originally, it was going to be housed in International Studies (no longer the case).

Brown, 2nd Shabad, **approved unanimously**

CCI Interdisciplinary Initiatives Subcommittee

Approved Minutes

Tuesday, October 27, 2009

Proposal for an Interdisciplinary minor in South Asia Studies

- Proposal could be more fleshed out.
- p. 10 of concurrence form: "What about economics, health, environmental issues?"; A: The committee would be happy to include those terms if a unit can offer courses that cover them.
- Q: Does Geography not have courses for this minor? A: We asked them and they did not respond.
- Comment: "Geo 513: South Asia: Ecology, Economy, and Politics" exists. This course has no prerequisites.
- Proposal seems weak on physical world. The focus is more on the humanities.
- Requirement: students have to take courses from at least two academic units. A student could actually put a minor together that has nothing to do with contemporary world.

Perhaps we should suggest that students take courses within different historical periods. On the other hand, some students might like to concentrate on one historical period.

- Minor needs to be declared before graduation. So we can't sequence the courses. This makes the core ASC 265 course another problem (that is, this overview course could be taken at the end of the minor). Reaction to that comment: given the reality of minors at Ohio State, it is the one chance that we have to guarantee that students are exposed to a certain content.
- The only way to impose sequencing is by imposing prerequisites.
- Comment: Should we ask for higher level courses in broader range rather than ask for core ASC 265?
- **Feedback: Is the intent to have a broad distribution requirement concerning ancient vs. modern topics?**
- **Sent back.**

Additional Syllabi

(Appendix D)

Existing Courses

**Comparative Studies 270 Introduction to Comparative Religion
FALL 2007**

Professor Erzen
428 Hagerty Hall
Email: erzen.2@osu.edu
Tuesday/Thursday 1:30-3:18 in HH451

Course Description:

What is religion? When and how did religious traditions emerge? What are the major literatures or texts of various religious traditions? How do people live and experience religion? How do people think about their religion in the face of the diversity of other religious traditions and diversity within their own traditions?

This course addresses these questions through an introduction to the *academic* study of religion. We begin by assessing what is and is not religion by using Scientology as a case study. We then proceed to look at different approaches and theories about religion.

Next, we will examine various religious traditions: Hinduism, Buddhism, Judaism, Christianity, Islam, and new religious movements. Each section begins by discussing:

Context and History: why a religious tradition emerges at particular times and places in history

Texts: how beliefs are codified into the canonical literature of each tradition

Communities: how religious communities form and become institutionalized

Practice: how people practice religion

How people practice their religious faith in the contemporary world is central to understanding religion. Therefore, there will be class trips to various religious organizations in the Columbus area. You are required to spend time at a religious organization significantly different from your own and complete one field report paper based on those visits.

**WHAT DOES IT MEAN TO STUDY COMPARATIVE RELIGION
ACADEMICALLY?**

This class provides an opportunity to engage in the critical analysis of religious traditions. The class is not a place for either students or instructors to advance personal religious beliefs. The class examines religion as it would any other academic subject: historically, culturally, and critically. The class is not a space to prove that one religion is superior or true. Regardless of your personal religious beliefs, you should be prepared to study religion from this perspective.

GEC requirements. Comparative Studies 270 fulfills GEC Breadth requirements for Arts and Humanities, Literature and for Diversity, International Issues, Non-Western Global.

Arts and Humanities coursework develops students' capacities to evaluate significant writing and works of art, and for aesthetic response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience. Expected outcomes are:

- Students develop abilities to be enlightened observers or active participants in the visual, spatial, musical, theatrical, rhetorical, or written arts.
- Students describe and interpret achievement in the arts and literature.
- Students explain how works of art and literature express social and cultural issues.

International Issues coursework help students become educated, productive, and principled citizens of their nation and the world. Expected outcomes are:

- Students exhibit an understanding of political, economic, cultural, physical, and social differences among the nations of the world, including a specific examination of non-Western culture.

Readings:

Jacob Neusner, *World Religions in America*, third edition (Westminster John Knox Press, 2003)

James Fieser, John Powers, *Scriptures of the World's Religions* (McGraw Hill, 2007)

Course Packet of primary sources

Available at SBX Book Store 1806 North High St., Phone: (614) 291-9528

Assignments:

-One mandatory, 2-page, un-graded essay on "What I think about religion."

1. 20%: Attendance, participation in discussion, mandatory essay.
2. 25%: Take-home Midterm
3. 25% One group presentation (20-30 minutes) on a religious tradition not covered in class. These will be done in the last two weeks of the quarter and guidelines will be distributed.
4. 10%: 10-minute presentation on a primary source from the class reader that explains its relevance to the religious tradition we are discussing.
5. 20%: One Field Report Paper (4-5 pages)

These papers are based on visits to and critical discussion of religious organizations. The traditions that you write about should be significantly different from the one in which you were raised. There are guidelines and examples posted on Carmen.

Attendance and Participation:

I expect students to be active participants in their education. This means that each student should come to class having carefully read the assigned readings and be prepared to discuss them. Because knowing how to articulate your ideas is a crucial part of the learning process, I expect you, as a member of the class, to contribute your own unique perspective to our discussions.

The real action of the course takes place in the classroom. Therefore, it is important and expected that you will be at every class session. Inevitably, an occasion may arise when you are unable to attend. It is fine to miss class for major religious holidays. Out of fairness to your classmates who do attend every class, chronic lateness and/or more than

two unexcused absences will detract from your grade. Finally, if you have any special needs or concerns with this course, please feel free to talk with me in person.

My computer crashed, and my roommate ate my field report paper...

All written work should be in 12-point, double-spaced type, with standard margins, and pages numbered and stapled. I will not accept a paper that is not stapled. *All written work should be thoroughly proofread.* There are no extensions, and all assignments are marked down one-third of a letter grade for every late day. **After 3 days, if you have not turned in your paper, you will automatically receive a "0" for that paper. No exceptions.**

Student Conferences and E-mail Communication: Please stop by office hours or schedule an appointment if necessary. You are also welcome to email me with questions related to the course. However, do not send any information or requests in an email that you would not discuss with me in person. I will not answer any email I deem inappropriate.

Civility:

*Questions and discussions are welcome. The only requirement is that the questioner respects the opinions of others and does not monopolize class time.

*Early Departures: If there is a special circumstance that requires you to leave early, please notify me before class so I can make sure you get all the appropriate information concerning upcoming papers and assignments.

*And please: Turn off all cell phones and pagers.

Disability Services

Any student with a documented disability who may require special accommodations should identify him or herself to the instructor as early in the quarter as possible to receive effective and timely accommodations. You may also wish to contact the Office for Disability Services (150 Pomerene Hall, 292-3307). Students are expected to know and understand the rules regarding academic misconduct, particularly the rules regarding plagiarism,

Plagiarism

Scholastic dishonesty in any form is a serious violation of academic integrity and university policy. Plagiarism is defined as taking ideas or writings from another and passing them off as one's own. As stated in the University's Code of Student Conduct, any student found guilty of plagiarism, fabrication, cheating on exams, or purchasing papers or other assignments will receive a failing grade in the course. There are no exceptions to this policy.

Readings in *Scriptures of the World's Religions

COURSE SCHEDULE:

Thursday Sept. 20: Introduction to the course

Read in class: Larue, "What is 'Religion'? Well, it's Hard to 'Say Exactly'"

Tuesday Sept. 25: Scientology "Cult of Greed" or Valid Religion?

Church of Scientology: <http://www.scientology.org>

The University of Virginia Religious Movements webpage:

<http://religiousmovements.lib.virginia.edu>

Time Magazine "The Thriving Cult of Greed and Power"

<http://www.cs.cmu.edu/~dst/Fishman/time-behar.html>

Rolling Stone Magazine "Inside Scientology"

http://www.rollingstone.com/politics/story/9363363/inside_scientology?rnd=1143

220922 843&has-player=true&version=6.0.12.1040

Film Clips: *A&E Show on Scientology*, *South Park "Trapped in the Closet"*

Thursday Sept. 27: Theories of Religion: Making Sense of Scientology

*David Chidester, "The Church of Baseball"

*Emile Durkheim, "The Elementary forms of the Religious Life"

*Sigmund Freud, "The Future of an Illusion"

*Karl Marx, "Religion as the Opium of the People"

*Merlin Stone, "When God was a Woman"

Tuesday Oct. 2: The Context and Beliefs of Hinduism

Read Neusner, Chap. 8

* "You are That" and "What is the World but Spirit"

Thursday Oct. 4: Hinduism: Bhakti Gods and Goddesses, Gandhi

Film clip: *Puja*

*"Devotion to the Lord" from the *Bhagavad Gita*

"Yoga Sutras" by Patanjali

"Untouchability" by Mahatma Gandhi

Tuesday Oct. 9: Hindu Communities in the U.S. and the World

Film clip : *Hiders and Seekers*

Fieldtrip to Bharatiya Hindu Temple with Shiv Chatravedi

Fieldtrip to Krishna House Columbus

Thursday Oct. 11: NO CLASS

Start thinking about topic for group projects

Tuesday Oct. 16: Buddhism: Context and the Life of the Buddha

Read Neusner, Chap. 9

Thursday Oct. 18: Mahayana, Theravada, Vajrayana Buddhism

Film clip : *The Tibetan Book of the Dead*

**“Zen and Koans” by Daisetz T. Suzuki, “The Heart Sutra” 2pp.

**“Love, Kindness and Universal Responsibility” by the Dalai Lama

Tuesday Oct. 23: Engaged Buddhism and Buddhism in America

Film clip: *Chasing Buddha*

**“Buddhism Comes Home” by Jean Latz Griffin,

* “Precepts for an Engaged Buddhism” by Thich Nhat Hanh

Thursday Oct. 25:

MIDTERM DUE and in-class portion

Watch *I Heart Huckabees*

Discuss Group Projects

Tuesday Oct. 30: Judaism: Context, Rabbinic Judaism, Judaism in history

Read Neusner, Chap. 7

**“Abraham’s Covenant” from Genesis, “The Mosaic Covenant” from Exodus, “Midrash”, “Talmud” and “Thirteen Principles of Faith”

Thursday Nov. 1: Judaism: Reform, Conservative, and Hasidic Judaism in the U.S.

Film Clip: A Life Apart

Film Clip: Elie Wiesel Goes Home

Fieldtrip to OSU Hillel

Tuesday Nov. 6: Christianity: Context, the life of Jesus and Codification

Read Neusner, Chap. 4 and 2

**“The Beatitudes,” “The Good Samaritan,” “Paul on Faith and Works” “Paul on Faith, Hope, and Love,” “Formation of the Canon”

Thursday Nov. 8: Catholicism, Protestantism and Evangelicalism in America

Film Clip: Mine Eyes have seen the Glory

Fieldtrip to World Harvest Church or King Avenue United Methodist

Tuesday Nov. 13: Islam: Context, the life of Muhammed, Sunnis and Shi’ites

Read Neusner, Chap. 11

**“The Night Journey from Sahih Muslim”

Listen to Qur’anic recitation, read selections from the Qu’ran

Film Clip: The Hajj

Thursday Nov. 15: Sufism , Muslims in America, Global Forms of Islam

Film Clip: I am a Sufi, I am a Muslim

LAST DAY TO TURN IN FIELD REPORT PAPER

Tuesday Nov. 20: New Religious Movements: Branch Davidians and the Raelians
Group Presentations

Thursday Nov. 22: Thanksgiving

Tuesday Nov. 27: Group Presentations

Thursday Nov. 29: Group Presentations

TALKS OF INTEREST FALL QUARTER:

Thursday, September 27, 4:30 p.m.

Occulture, Popular Culture, and the Appeal of *The Da Vinci Code*.
Christopher Partridge, Lancaster University

Tuesday, November 6, 4:30 p.m.

UFOs, Conspiracy and the Occult: The Strange Journey of Sister Thedra
Michael Barkun, Syracuse University

POSSIBLE TOPICS FOR GROUP PRESENTATIONS:

(I have numerous sources available for students)

Sikhism

Jainism

Confucianism

Taoism

Shinto

Parsees

Zoroastrianism

Bahai

Church of Latter-Day Saints

Nation of Islam

Atheism

Free-Thinkers

Christian Science

Theosophy

Native American Religions

Unification Church

Raelians

RELIGIOUS GROUPS IN THE COLUMBUS AREA

Bharatiya Hindu Temple
3671 Hyatts Rd.
Powell, OH
740-369-0717

Yellow Springs Dharma Center
502 Livermore St.
Yellow Springs, OH
937-767-9919

Krishna House
379 W. 8th Ave
Columbus, OH
421-1661

Jain Center of Central Ohio
PO Box 310
Reynoldsburg, OH 43068
863-5436

Karme Thegsum Choling
Llama Cathy
Tibetan Meditation Center
231 S. Grubb St.
228-6546

Gurdwara Sahib Sikh Temple
2580 W. Dublin Granville Rd.
Columbus, OH
761-0007

Zen Columbus Sangha
Meditation sessions at First Unitarian
Universalist Church
93 W. Weisheimer
Columbus, OH 43214
Web-site:
<http://worldwidehideout.com/zen/index2.html>

Islamic Center
Tarazi.2@osu.edu
1428 E. Broad St.
Columbus, OH 43201
253-3251

Baha'i Faith
1993 Sunbury Road
337-9990

Hillel Foundation
46 E. 16th Ave
294-4797

Chabad House
207 E. 15th Street
294-3296

Church of Scientology
30 N. High Street
Columbus, OH 43215
221-5024

Saint Gregory Palamas Monastery
Haysville, OH 44838 · (419) 368-5335
<http://sgpm.goarch.org/Monastery/index.php>

Comparative Studies 345: South-Asian American Culture and Religion

TR 9:30-11:18
Fall Quarter 2005

Dr. Pranav Jani

Assistant Professor, Department of English
Office Hours: MT 11:30-1pm & by appointment
462 Denney Hall, jani.4@osu.edu, 614-292-6965
<http://people.cohums.ohio-state.edu/jani4/>

Course Description

This course investigates the politics of cultural identity and community formation among South Asians in the US. What notions of religion, gender, nation, class, and sexuality govern these identities? Where have South Asian Americans fit in terms of the racial and ethnic dynamics of American society? How have ideas about the "exotic" or "spiritual" East and the "materialist" West shaped the image (and self-image) of this group? Throughout, our aim will be to see the historical contexts within which these questions have changed – especially since greater immigration from Asia was allowed in 1965. We will specifically discuss how cultural identities have been shaped recently by corporate globalization and the global popularity of everything "Indian," from Bollywood, bhangra, and mehndi to writers and software engineers. By drawing on literary, cinematic, historical and ethnographic texts, this course seeks to provide students with an interdisciplinary framework for understanding the diverse and often conflicting ways through which the desi experience is portrayed and understood.

Required Texts (available at SBX, 1806 N High St)

Dasgupta, Shamita. *A Patchwork Shawl: Chronicles of South Asian Women in America*. New Brunswick: Rutgers University Press, 1998.
Divakaruni, Chitra Banerjee. *Mistress of Spices*. New York: Anchor Books, 1998.
Lahiri, Jhumpa. *The Interpreter of Maladies*. Boston: Mariner Books, 1999.
Prashad, Vijay. *The Karma of Brown Folk*. Minneapolis: University of Minnesota Press, 2000.

Recommended (available at SBX)

Maira, Sunaina and Rajini Srikanth, eds. *Contours of the Heart: South Asians Map North America*. New York: Asian American Writers' Workshop, 1996.
Purkayastha, Bandana. *Negotiating Ethnicity*. New Brunswick: Rutgers University Press, 2005.
Tweed, Thomas A., ed. *Asian Religions in America: A Documentary History*. New York: Oxford University Press, 1998.

Course Web Page(s) and Email:

Log on at www.carmen.osu.edu for

- Interactive Syllabus
- Articles marked "C" on the syllabus
- Dropbox for turning in papers
- Discussion threads

Go to my personal webpage: <http://people.cohums.ohio-state.edu/jani4/> for

- links to the broader literary and political context of class material
- links to world and alternative media

- information about campus news and events

Note: Important and personal messages requiring a response from me should be sent to jani.4@osu.edu. Please keep the discussion on Carmen focused on themes and questions of general interest to the class.

Course Requirements

Participation	20%
Journal (10 entries)	10%
Paper #1 (3-4 pages)	20%
Paper #2 (5-6 pages)	20%
Research Project (8-10)	30%

Course Policies

- 1) **Absences:** More than 2 absences from class will harm your participation grade, with a loss of 1/3 of a grade for each day lost. Emergencies should be reported to me as soon as possible, and may require documentation from the University.
- 2) **Plagiarism:** Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.
- 3) **Help with Disabilities:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. We will coordinate something with the Office for Disability Services, located in 150 Pomerene Hall, which offers services for students with documented disabilities. Contact the ODS at 2-3307.

COURSE OUTLINE

Introduction: Desi Identity in America

- R 9/22 Quiz: Geography, history, and perceptions of South Asians and desis.
 TV: "Homer and Apu." *The Simpsons: Season Five* (1993, artist: Matt Groening)
 Comics: *Badmash: The Weekly South Asian Comic Strip*. <http://www.badmash.org/>
 Website: Sepia Mutiny on Hyphenated Identities: <http://www.sepiamutiny.com/sepia/archives/001994.html>
 Poem: Vasudeva, Amita. "Can You Talk Mexican?" *Our Feet Walk the Sky*
 Media: New York Times, "Questions, Bitterness, and Exile for Queens Girl in Terror Case." June 17, 2005. (Section A, Column 2, page 1) -- handout

Weeks 1-3: East/West and Beyond

- T 9/27 Prashad, "Of India," *Karma of Brown Folk* (1-10)
 Prashad, "Of the Mysterious East," *Karma of Brown Folk* (11-20)
 Prashad, "Of the Oriental Menagerie," *Karma of Brown Folk* (21-46)
 Harjatwala, "Colonization," *Our Feet Walk the Sky* (122) – (handout)
 Lahiri, "Sexy," *Interpreter of Maladies* (83-110)
 Maira, "Lahore in the Sky," *Contours of the Heart* (253-9) – C
 R 9/29 Film: *American Desi* (2001, director: Piyush Dinker Pandya)
 Doshi, *Contours of the Heart*, "Divided Consciousness Amidst a New Orientalism" (201-14) – C
 T 10/4 Film: *Mississippi Masala* (1991, director: Mira Nair)
 R 10/6 Maira and Srikanth, "Visualizing Three Continents," *Contours of the Heart* (125-40) – C
 Mani, "Moments of Identity in Film," *Contours of the Heart* (175-88) – C

- T10/11 Lahiri, "When Mr. Pirzada Came to Dine," *Interpreter of Maladies* (23-42)
 Lahiri, "Interpreter of Maladies," *Interpreter of Maladies* (43-70)
- R 10/13 Lahiri, "Mrs. Sen's," *Interpreter of Maladies* (111-35)
 Cooper, "Under the Gravity of Some Thirty Odd Years," *Contours of the Heart* (310-13) – C

Weeks 4-5: Race/Ethnicity

- T 10/18 Prashad, "Of the Origin of Desis and Some Principles of State Selection," *Karma of Brown Folk* (69-83)
 Shankar and Balgopal, "South Asian immigrants before the 1950s: The formation of ethnic, symbolic, and group identity." *Amerasia* 27(1). -- C
 From *Asian Religions in America* -- C
- United States v. Bhagat Singh Thind (1923)
 - Asian Exclusion Act (1924)
- *Echos of freedom: South Asian pioneers in California 1899-1965 available online:
<http://www.lib.berkeley.edu/SSEAL/echoes/echoes.html>
- R 10/20 Film: *Desi: South Asians in New York* (2001, director: Shebana Coelho)
 Islam, "Signs of Belonging," *Contours of the Heart* (85-90) -- C
 Lahiri, "The Third and Final Continent," *Interpreter of Maladies* (173-98)
 Prashad, "Of a Girit Conscience," *Karma of Brown Folk* (85-107)
- T 10/25 Film: *Taxi-vala* (1994, director: Vivek Bald)
 Kaur, "Turbans and terror: Racism after September 11" and "Another Sikh man shot in Arizona."
<http://911prejudice.stanford.edu/editorial.htm>
 Prashad and Mathew, "Satyagraha in America: The political culture of South Asians in the U.S." *Amerasia*.
 25:3. -- C
- R 10/27 Music Video: *Blood Brothers* (Artist: Karmacy) -- C
 Music: "Beware of the Boys" (Artist: Panjabi MC and Jay-Z) -- C
 Prashad, "Of Authentic Cultural Lives," *Karma of Brown Folk* (109-32)
 Sharma, "Rotten coconuts and other strange fruits: A slice of hip hop from the west coast." *SAMAR*. Fall/Winter: <http://www.samarmagazine.org/archive/article.php?id=62>
 Maira. "To Be Young, Brown, and Hip: Race, Gender, and Sexuality in Indian American Youth Culture," *Desis in the House*, (29-82) – C
 *Prashad, "Of Antiracist Racism," *Karma of Brown Folk* (157-84)

Week 6: Diasporic Religions

- T 11/1 From The South Asian Religious Diaspora - C
- Williams, "Introduction: South Asian Religions in the US" (213-17)
 - Eck, "Negotiating Hindu Identities in the US" (219-37)
 - Haddad, "At Home in the Hijra" (239-58)
 - Mann, "Sikhism in the United States of America" (259-76)
- A Sikh Teenager, "Things That Make You Ask 'Kion?'" *Asian Religions in America* (312-4) – C
- R 11/3 Prashad, "Of Sly Babas and Other Gurus," *Karma of Brown Folk* (46-68)
 Meer, "I Want to Give You Devotion," *Contours of the Heart* (92-106) – C
 Kureishi, "My Son the Fanatic," *Colonial and Postcolonial Literatures* – C
 *Prashad, "Of Yankee Hindutva" *Karma of Brown Folk* (133-56)

Week 7-8: Gender, Sexuality, Family

- T 11/8 Comedy: "Marriage" (Artist: Yesha Naik)
Desi Sites: see lists on my website
 From *Patchwork Shawl*:

- Dasgupta, "Introduction" (1-20)
- Poore, "The Language of Identity" (21-32)
- Hasnat, "Being 'Amreekan: Fried Chicken Versus Chicken Tikka" (33-46)
- Chaudhry, "'We Are Graceful Swans Who Can Also Be Crows': Hybrid Identities of Pakistani Muslim Women" (46-61)

*Leonard, K.I. (1999). The management of desire: Sexuality and marriage for young South Asian women in America. In Gupta (ed) *Emerging Voices: South Asian American Women Redefine Self, Family, and Community* -- C

R 11/10 Film: *Knowing Her Place* (1990, director: Indu Krishnan)

Mani, L. "Gender, class, and cultural conflict: Indu Krishnan's 'Knowing Her Place,' *Our feet walk the sky: Women of the South Asian Diaspora* -- C

Lahiri, "A Temporary Matter," *Interpreter of Maladies* (1-22)
From *Patchwork Shawl*:

- Roy, "Mothers and Daughters in Indian American Families: A Failed Communication?" (97-110)
- Dasgupta and Dasgupta, "Sex, Lies, and Women's Lives: An Intergenerational Dialogue" (111-128)
- Mazmudar, "Marital Rape: Some Ethical and Cultural Considerations" (129-144)
- Krishnan, et al. "Lifting the Veil of Secrecy: Domestic Violence Against South Asian Women in the United States" (145-59)

T 11/15 Film: *Chutney Popcorn* (1999, director: Nisha Ganatra)

R 11/17 From *Patchwork Shawl*

- Khan, "Sexual Exiles" (62-71)
- Islam, "Naming Desire, Shaping Identity: Tracing the Experience of Indian Lesbians in the United States" (72-90)

Kukke and Shah, "Reflections on queer South Asian progressive activism in the U.S." *Amerasia Journal* 25 (3). -- C

Weeks 9-10: Reclaiming the Exotic?

T 11/21 Divakaruni, *Mistress of Spices* (1-97)

R 11/23 NO CLASS -- THANKSGIVING BREAK

T 11/28 Divakaruni, *Mistress of Spices* (101-274)

R 11/30 Divakaruni, *Mistress of Spices* (277-338)

Final Project Due: Tuesday, December 6

English 564.04: Special Topics in Major Authors "Salman Rushdie"

MW 11:30-1:18, Denney Hall 253
Fall Quarter 2006

Dr. Pranav Jani

Assistant Professor, Department of English
Office Hours: M 9:45-11:15, T 10:30-12, and by appointment
462 Denney Hall, jani.4@osu.edu, 614-292-6965
<http://people.cohums.ohio-state.edu/jani4/>

Course Description

This section of "Major Authors" will introduce students to Salman Rushdie, one of the most celebrated writers in the English language in the past twenty-five years. Rushdie's novels and essays have been widely recognized as putting postcolonial literature on the map of Western literary studies. Besides appreciating Rushdie's dazzling magical realism and his foregrounding of cultural hybridity, we will study the larger social impact of his politically-engaged career from Bombay to London to New York. Our study of four important novels and several essays will lead us through the tumultuous aftermath of decolonization in India, the disjointed experience of immigrants and exiles in the postcolonial diaspora, representations of Islam and the turmoil around the Iranian *fatwa* against Rushdie, rising South Asian communalism in the 1990s, and the turmoil of war and terrorism in the 21st century. Rushdie's work shows us how literature is entwined with its historical contexts: how writers can shed a powerful light on the great themes of our times, pushing beyond the boundaries of history even as they are shaped by it.

Required Texts (available at SBX, 1806 N High St)

Four novels by Salman Rushdie:

Haroun and the Sea of Stories
Midnight's Children
The Moor's Last Sigh
The Satanic Verses

Course packet (CP) from Zip publishing (available at SBX)

Course Web Page(s) and Email:

Log on at www.carmen.osu.edu for

- Interactive Syllabus
- Dropbox for turning in papers
- Discussion threads for journal entries

Go to my personal webpage: <http://people.cohums.ohio-state.edu/jani4/> for

- links to the broader literary and political context of class material
- links to world and alternative media

Note: Messages requiring a response from me should be sent to jani.4@osu.edu. Please keep the discussion on Carmen focused on themes and questions of general interest to the class.

Course Requirements

Class Participation	20%
Carmen (10 entries)	10%

Response Papers (4, 1-2 pp) 40%
Final Paper (8-10 pages) 30%

Grading

- Class Participation: Engaged, active participation in the class will be crucial to your grade. This includes, but is not limited to: arriving to class on time, bringing in the texts we're reading that day, being alert during lecture and discussion, raising questions and comments in the discussion period. Multiple absences, as described below, can detract from your participation grade.
- Carmen: To receive the full 10% of the grade, you must post at least 10, paragraph-length entries to the discussion threads on Carmen by the end of the term. These may be anything from general observations on the reading to close readings of passages to comments about issues raised in the class but not discussed fully. You may either initiate a new thread or respond to others' comments. Balancing original comments and responses, of course, will help develop online interaction.
- Responses: Given the heavy reading load in the class, I'm only assigning 4 short papers for the class (outside of the final paper). A response paper is due with every novel that we read; you may turn it in at any time while we are reading the novel but **response papers submitted after the completion of the novel will not be accepted**. The topic for the paper is open; if you need suggestions, consult your lecture notes and the study questions that I post on Carmen. Response papers do not need to make an argument and can be used to explore ideas. I expect them, however, to be focused meditations, with some textual support, on either a passage, a set of themes or ideas, a literary device, or narrative method.
- Final Paper: The specific assignment will be posted on Carmen at the start of the term. The paper will be an in-depth study of one or more of Rushdie's novels that develops an interpretation of the work based on critical, historical, and/or theoretical texts. You are encouraged to meet with me to discuss the final paper, which is different from all the other writing assignments in the course, and to submit a proposal outlining your ideas and overall direction.

Course Policies

- 1) Absences: More than 2 absences from class will harm your participation grade, with a loss of 1/3 of a grade for each day lost. Emergencies should be reported to me as soon as possible, and may require documentation from the University.
- 2) Plagiarism: Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. **There will be no exceptions to this rule. If you are stressed out and don't know how to write the paper, communicate with me *before* deciding to plagiarize, not after.**
- 3) Help with Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should meet with me, as early in the quarter as possible, to discuss your specific needs. Early communication will allow me to adjust the course according to your needs in terms of access to technology, course material, and office hours. If it makes sense, we can coordinate a plan with the Office for Disability Services, located in 150 Pomerene Hall, which offers services for students with documented disabilities. To contact the ODS, call 292-3307.
- 4) Use of Technology: I expect that your papers be in typed in 12-point font and double-spaced as a Microsoft Word document, and that you submit them to me via the Carmen dropbox. I also expect that you can be reached by email for announcements that I may need to make in between class sessions. While I will make every effort to make the technology accessible, **it is your responsibility to get papers to me on time in the proper format**. This includes, but is not limited to, planning ahead so that you can account for technological problems that may occur in saving your document, transferring it to Carmen, etc. The logic behind my requirements is this: 12-point font and double spacing makes the document most legible for grading and reading, Microsoft Word—available to you at all campus computers—is the easiest format for uploading and downloading, and posting papers electronically on Carmen allow

me to give you comments that are typed, legible, and much more thorough than if you were printing them out and handing them in.

- 5) The Jani Guarantee: On my part, I will do my best to return papers to you within a week after they are turned in, and never more than 10 days after the due date. I will type comments to your papers so that you don't have to read my terrible handwriting, and can actually use the comments to study and improve for the next time. I will also be regularly available, during office hours but also on email, to discuss papers or class ideas and issues.

COURSE OUTLINE (check Carmen for updates)

Introduction

W 9.20 The World of Rushdie: Decolonization and the Postcolonial Intellectual

WEEKS 1-3 MIDNIGHT'S CHILDREN

- M 9.25 Nations and Perforated Sheets
Reading: Benedict Anderson, from *Imagined Communities* (CP), or
<http://www.nationalismproject.org/what/anderson.htm>
- W 9.27 Methwold and Colonial Hangovers
*Reading: Rushdie, "'Commonwealth Literature' Does Not Exist" (CP)
- M 10.2 The Saleem-Shiva Opposition
*Reading: Timothy Brennan, "The National Longing for Form" (CP)
- W 10.4 Pakistan and Muslim Identity
- M 10.9 Student Research: Find a relevant article or book on *Midnight's Children* from the MLA Database.
- W 10.11 Of Spermectomies, Magicians, and Hummingbirds
*Reading: John J. Su, "Epic of Failure: Disappointment as Utopian Fantasy in *Midnight's Children*" (CP)
- F 10.13 **Last day to turn in Response #1, in Carmen dropbox by 5pm**

WEEKS 4-6 THE SATANIC VERSES

Online Reading Companion: Paul Brians, "Notes on Salman Rushdie: *The Satanic Verses* (1988)" at
http://www.wsu.edu/~brians/anglophone/satanic_verses/

- M 10.16 Decentering the West, Decentering Tradition
- W 10.18 Celebrating Mongrelization
- M 10.23 Khomeini, Thatcher, Reagan
- W 10.25 The Sacred and the Profane
- M 10.30 Student Research: Find a relevant article or book on *The Satanic Verses* from the MLA Database.
- W 11.1 The Fatwa
Reading: Feroza Jussawalla, "Rushdie's *Dastan-e-Dilruba: The Satanic Verses* as Rushdie's Love-Letter to Islam" (CP)
- F 11.3 **Last day to turn in Response #2, in Carmen dropbox by 5pm**

Week 7: Rushdie and Islam: 9/11 and after

- M 11.6 Reading: As'ad AbuKhalil, "Islamophobia" (CP)
Student Research: Representations of Islam after 9/11
- W 11.8 Reading: Rushdie, "Gods and Monsters" and other essays (CP)

WEEKS 8-9 THE MOOR'S LAST SIGH

- M 11.13 Tracing Genealogies
W 11.15 Representations of Bombay
M 11.20 Student Research: Find a relevant article or book on *The Moor's Last Sigh* from the MLA Database.
W 11.22 Alternatives to Secularism/Fundamentalism
 Reading: Dohra Ahmad, "'This Fundo Stuff is Really Something New': Fundamentalism and Hybridity
 in *The Moor's Last Sigh*" (CP)
F 11.4 **Last day to turn in Response #3, in Carmen dropbox by 5pm**

WEEK 10 Haroun and the Search for Truth

- M 11.27 Stories and Truth
W 11.29 Is *Haroun* a Postmodernist Text?
F 12.1 **Last day to turn in Response #4, in Carmen dropbox by 5pm**

Tuesday 12.5: Final Paper Due (8-10 pages), in Carmen dropbox by 5 pm

English 583: Special Topics in World Literature
“Imagining India: 20th Century Literature and Film”
MW 3:30-5:18, Denney Hall 206
Fall Quarter 2006

Dr. Pranav Jani

Assistant Professor, Department of English
Office Hours: M 9:45-11:15, T 10:30-12, and by appointment
462 Denney Hall, jani.4@osu.edu, 614-292-6965
<http://people.cohums.ohio-state.edu/jani4/>

Course Description

Indians and non-Indians have long participated in imagining India, portraying it as everything from an exotic, spiritual paradise to model for peaceful protest and pluralistic democracy, to a hell on earth, filled with oppression and violence. In this course, we will examine how 20th century literature and film by and/or about Indians provided a basis for these representations, reimagining the subcontinent in terms of gender, race, ethnicity, and religion in the process of serving the social and political interests of particular groups and classes. In the process, the course will delve beyond the Orientalist and nationalist representations of India that dominated the 20th century and introduce students to a multiplicity of perspectives.

Required Texts (available at SBX, 1806 N High St)

Mohandas Gandhi, *An Autobiography*.
Amitav Ghosh, *The Shadow Lines*.
Rokeya Sakhawat Hosein, *Sultana's Dream*.
Arundhati Roy, *The God of Small Things*.
Nayantara Sahgal, *Rich Like Us*.

Course packet (CP) from Zip publishing (available at SBX)

Course Web Page(s) and Email:

Log on at www.carmen.osu.edu for

- Interactive Syllabus
- Dropbox for turning in papers
- Discussion threads for journal entries

Go to my personal webpage: <http://people.cohums.ohio-state.edu/jani4/> for

- links to the broader literary and political context of class material
- links to world and alternative media

Note: Messages requiring a response from me should be sent to jani.4@osu.edu. Please keep the discussion on Carmen focused on themes and questions of general interest to the class.

Course Requirements

Class Participation	15%
Carmen (10 entries)	10%
Paper #1 (2-3 pages)	10%
Midterm Exam	20%

Paper #2 (4-5 pages)	20%
Final Paper (6-7 pages)	25%

Grading

- **Class Participation:** Engaged, active participation in the class will be crucial to your grade. This includes, but is not limited to: arriving to class on time, bringing in the texts we're reading that day, being alert during lecture and discussion, raising questions and comments in the discussion period. Multiple absences, as described below, can detract from your participation grade.
- **Carmen:** To receive the full 10% of the grade, you must post at least 10, paragraph-length entries to the discussion threads on Carmen by the end of the term. These should consist of either close readings of texts or elaborations, with some textual support, of themes and discussions raised in class. At least 5 of these should initiate discussion of a topic; the rest can also respond to others' posts. Balancing original comments and responses, of course, will help develop online interaction.
- **Papers 1 and 2:** Papers will focus on your ability to closely analyze the representations of and narratives about India in particular texts, and to be able to compare various representations. They should **not** be mere summaries of texts or the ideas contained within them. Specific details on each assignment will be made available through Carmen.
- **Midterm Exam:** The midterm will be a take-home exam, featuring a series of essay questions that measure your reading comprehension and your grasp of the main themes and theoretical paradigms of the course.
- **Final Paper:** The specific assignment will be posted on Carmen at the start of the term. The paper will be a comparative, in-depth study of two or three texts that develops an interpretation of them with attention to critical, historical, and/or theoretical works. You are encouraged to meet with me to discuss the final paper, which is different from all the other writing assignments in the course, and to submit a proposal outlining your ideas and overall direction.

Course Policies

- 1) **Absences:** More than 2 absences from class will harm your participation grade, with a loss of 1/3 of a grade for each day lost. Emergencies should be reported to me as soon as possible, and may require documentation from the University.
- 2) **Plagiarism:** Plagiarism is the representation of another's works or ideas as one's own: it includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct. **There will be no exceptions to this rule. If you are stressed out and don't know how to write the paper, communicate with me *before* deciding to plagiarize, not after.**
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- 4) **Use of Technology:** I expect that your papers be in typed in 12-point font and double-spaced as a Microsoft Word document, and that you submit them to me via the Carmen dropbox. I also expect that you can be reached by email for announcements that I may need to make in between class sessions. While I will make every effort to make the technology accessible, **it is your responsibility to get papers to me on time in the proper format.** This includes, but is not limited to, planning ahead so that you can account for technological problems that may occur in saving your document, transferring it to Carmen, etc. The logic behind my requirements is this: 12-point font and double spacing makes the document most legible for grading and reading, Microsoft Word—available to you at all campus computers—is the easiest format for uploading and downloading, and posting papers electronically on Carmen allow me to give you comments that are typed, legible, and much more thorough than if you were printing them out and

handing them in.

- 5) The Jani Guarantee: On my part, I will do my best to return papers to you within a week after they are turned in, and never more than 10 days after the due date. I will type comments to your papers so that you don't have to read my terrible handwriting, and can actually use the comments to study and improve for the next time. I will also be regularly available, during office hours but also on email, to discuss papers or class ideas and issues.

COURSE OUTLINE (check Carmen or my webpage for updates)**Introduction**W 9.20 How Do *You* Imagine India?**Orientalism and Imperialism**M 9.25 Definitions of Orientalism and Imperialism

Reading:

- Edward Said, from *Orientalism* (CP)
- Wes Cecil, Pranav Jani, Stacy Takacs, "India Is(n't): (Mis)representations of India in the US Media" (CP)

W 9.27 Colonial RepresentationsFilm clips: George Stevens, *Gunga Din*

Reading:

- Rudyard Kipling, "The White Man's Burden" (CP)
- Kipling, "Gunga Din" (CP)
- Sixto Lopez, "The Filipinos Will Never Take up the 'White Man's Burden'" (CP)

F 9.29 Screening of Richard Attenborough's *Gandhi* (details TBA)*Please see Gandhi on your own if you cannot make this screening.*M 10.2 Contemporary RepresentationsFilm clips: Steven Spielberg, *Indiana Jones and the Temple of Doom*

Student Presentations: Media representations of India/Indians

Gandhi and NationalismW 10.4 Nations and Imagined Communities

Reading:

- *Gandhi: An Autobiography*, pages 1-100
- Benedict Anderson, from *Imagined Communities* (CP), or <http://www.nationalismproject.org/what/anderson.htm>
- *Pranav Jani and Mytheli Sreenivas, "Anticolonial Struggle in South Asia" (CP)

M 10.9 Comparing Gandhi and An Autobiography

Reading:

- Any 100 additional pages of *An Autobiography* (your selection)
- Salman Rushdie, "Attenborough's Gandhi" (CP)

Memory and IdentityW 10.11 Amitav Ghosh, *The Shadow Lines*Th 10.12 **DUE: Paper #1 (2-3 pages) in Carmen dropbox by 5pm**M 10.16 Ghosh, *The Shadow Lines**Nagesh Rao, "Cosmopolitanism, Class, and Gender in *The Shadow Lines*" (CP)W 10.18 Ghosh, *The Shadow Lines***Women and the Nation**M 10.23 Challenging Gender NormsReading: Rokeya Hosein, *Sultana's Dream*W 10.25 Colonialism, Nationalism and PatriarchyFilm: Ketan Mehta, *Mirch-Masala*

- M 10.30 Being an 'Indian Woman'
Film: Gurinder Chada, *Bhaji on the Beach*
- W 11.1 The Politics of Representation
Student Presentations: Media representations of Indian women
- Th 11.2 **Due: Midterm Exam in Carmen dropbox by 5pm**

Class and the Nation

- M 11.6 The Indian Emergency
Reading: Nayantara Sahgal, *Rich Like Us*
- W 11.8 Elites and "Subalterns"
Reading: Sahgal, *Rich Like Us*
*Gayatri Spivak, from "Can the Subaltern Speak?" (CP)
- Th 11.9 **DUE: PAPER #2 (4-5 pages), in Carmen dropbox by 5pm**
- M 11.13 Globalization and India
Film: PBS, *1-800-India*
Reading: Paul Davies, From *What's This India Business?* (CP)

Communalism

- W 11.15 The Rise of Hindutva
Film: Anand Patwardhan, *Ram Ke Nam*
- M 11.20 Bombay 1993
Film: Maniratnam, *Bombay*

The View from Below

- W 11.22 The Big and the Small
Arundhati Roy, *The God of Small Things*
- M 11.27 Velutha and Ammu
Roy, *The God of Small Things*
- W 11.29 Utopia/Dystopia
Roy, *The God of Small Things*
- M 12.4 **DUE: Final Paper (6-7 pages), in Carmen dropbox by 5pm**

**SYLLABUS FOR HISTORY OF ART 213
SURVEY OF ASIAN ART
AUTUMN 2007**

Professor

Dr. Susan L. Huntington
223 Hayes Hall
Huntington.1@osu.edu
Office Hours: MW 12:30-
1:30 and by appointment

Graduate Teaching Associate

Mr. David Efurd
Efurd.1@osu.edu
Office Hours: MW 11:30-12:30
and by appointment
224 Hayes Hall

Course Description

This course examines the history of Asian art (especially painting, sculpture, and architecture), organized according to the major cultural and geographic regions of Asia. An emphasis will be placed on the continuity and change of individual cultures over time, the links between cultures, and the major religious traditions of Asia.

Course Meetings

Lectures will be delivered on Mondays and Wednesdays from 9:30 to 11:18 in Hopkins Hall 262. Some class time will also be devoted to discussions.

Readings and Assignments

There is no textbook for the course. Short readings of primary sources will be posted on CARMEN. The lectures and discussions will provide the basic information for the course and will also be posted as pdf files on CARMEN.

Course Mechanics

This course will use the CARMEN electronic class management system. All lectures will be posted on CARMEN, normally within 2 days after the lecture. The course syllabus, readings, assignments, announcements, e-mail and other details of the course will also be managed with CARMEN.

Exams

There will be two exams for the course, a midterm and a final. The final will be a midterm of the second half of the course (one hour) and a cumulative final (one hour). Make-up exams will only be given in extreme circumstances. In the case of an illness or emergency, you must contact one of the instructors as soon as possible. Requests for make-up exams must be accompanied by appropriate medical or other documentation. Exams may include slides, terms, maps, and essays.

This course emphasizes your understanding and your ability to articulate concepts about Asian art rather than memorization. On your exams, slides will be labeled with the factual information. Your task on the exam will be to write about the important information about the materials rather than simply memorize the terms, the dates, the kings' names, and so on. In other words, the instructors want you to think about the materials, not simply memorize facts.

Course Grading

- 25% Short papers on readings, out-of-class assignments.
- 25% Midterm exam
- 50% Exam given at time of final
 - 25% for first hour (2nd midterm)
 - 25% second hour (final)

Grade Scale

A 93% and above, A- 90-92%, B+ 88-89%, B 83-87%, B- 80-82%, C+ 78-79%, C 73-77%, C- 70-72%, D+ 68-69%, D 60-67%, E 59% and below

Students with Special Needs

Students who need accommodation based on a disability should contact one of the instructors **by the end of the first full week of classes** to discuss their specific needs. We rely on the Office of Disability Services to verify the need for accommodation and to help develop accommodation strategies. Students with disabilities who have not previously contacted the Office of Disability Services should look at the ODS website at <http://www.ods.ohio-state.edu> and/or contact ODS by phone to schedule an appointment (292-3307).

Academic Misconduct

OSU instructors are required to report suspected cases of academic misconduct to the Committee on Academic Misconduct. The University's rules on academic misconduct can be found on the web at <http://oaa.osu.edu/procedures/1.0.html>

GEC Statement

History of Art 213 fulfills the "Arts and Humanities: Analysis of Texts and Works of Art" category of the General Education Curriculum. The stated goals and rationale for that category are as follows:

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; for interpretation and evaluation; for critical listening, reading, seeing, thinking, and writing; and for experiencing the arts and reflecting on that experience.

Learning Objectives:

1. *Students develop abilities to be enlightened observers or active participants in the visual, spatial, musical, theatrical, rhetorical, or written arts.*
2. *Students describe and interpret achievement in the arts and literature.*
3. *Students explain how works of art and literature express social and cultural issues.*

History of Art 213 addresses these objectives in several important ways. It engages works of art through close analyses of their structure, function, and subject matter, as well as historical factors—religious, political, and cultural alike—that contributed to their

creation. The course is strongly interdisciplinary and presents the historical, religious, and cultural contexts of works of art. HA 213 also emphasizes general principles and strategies of visual analysis through which students can appreciate and begin to understand works of art from historical and cultural contexts other than those covered by the course itself. Moreover, the course lectures, readings, and other assignments are designed to enhance the student's overall critical and analytic abilities, just as the essay format of the exams is intended to encourage students to work on the clarity and precision of their writing.

Dates to Remember

Midterm Examination:

Monday, October 29, 2007 during class

Final Exam:

Tuesday, December 4, 2007 7:30-9:18

(You will be given a list of possible questions for this part of the exam before the last week of classes.)

COURSE OUTLINE AND LECTURE LIST

WEEK 1

Weds. 09/19

INTRODUCTION

Introduction to Asian Geography and Culture
Art as Document: What is Art? What is Asian Art?

NORTH ASIA

Northern Asia: The Beginnings of Eurasian Culture and the Nomads

WEEK 2

SOUTH ASIA

Mon. 09/24 South Asia: Indigenous Peoples and Cultures (prehistoric to 1200)
Weds. 09/26 Buddhist Art of South Asia

WEEK 3

Mon. 10/01 Buddhist Art of South Asia
Weds. 10/03 Hindu Art of South Asia

WEEK 4

Mon. 10/08 Islamic Art and the Impact of Islam on South Asian Culture
Weds. 10/10 European Colonial Period and Independence (1947-present)

WEEK 5

SOUTHEAST ASIA

Mon. 10/15 Southeast Asia: Indigenous Peoples and Cultures to Contemporary

HIMALAYAN REGION

Weds. 10/17 Himalayan Art of Nepal and Tibet

WEEK 6

CENTRAL ASIA

Mon. 10/22 Central Asia: Early Peoples and Cultures through Contemporary

EAST ASIA

Weds. 10/24 China: Early Peoples and Cultures (through Han Dynasty)

WEEK 7

Mon. 10/29 MIDTERM EXAM
Weds. 10/31 China: Advent of Buddhism & Buddhist Art
Chinese Painting

WEEK 8

Mon. 11/05 Chinese Painting
Weds. 11/07 Chinese Painting; Chinese Ceramics

WEEK 9

Mon. 11/12 VETERAN'S DAY: NO CLASSES
Weds. 11/14 Japan: Early Peoples and Cultures

WEEK 10

Mon. 11/19 Japan: Advent and Development of Buddhist Art
Weds. 11/21 Japan: Court Art (We will have class. THANKSGIVING IS 22ND.)

THIS WEEK: Distribution of essay questions for part two of final exam.

WEEK 11

Mon. 11/26 Zen Buddhism; tea ceremony
Weds. 11/28 Japan: Edo Period through Contemporary

EXAM WEEK

Tues. 12/04 7:30-9:18 FINAL EXAM

**SYLLABUS FOR HISTORY OF ART 675
ART OF INDIA: CA. 1200 TO CONTEMPORARY
AUTUMN 2007**

Professor

Dr. Susan L. Huntington
Department of History of Art
Room 223 Hayes Hall

Huntington.1@osu.edu
Office Hours: MW 12:30-1:30
and by appointment

Course Description

This course examines the art of South Asia from ca. 1200 to contemporary times. The course focuses especially on painting and architecture as very little major sculpture was produced during this period. The course emphasizes the interrelationships and dynamics among the Islamic society that becomes a major force in South Asia, beginning around the 12th century, the European Colonial peoples who became a major force in South Asia beginning in the 18th century, and, of course, the indigenous Indic peoples, religions, and artistic traditions. We will see that there are many different ways in which these cultures and their arts interacted. In some cases, there was a total clash of cultures; in others, there were borrowings and influences; in still others, there was a total capitulation to the newly installed powers.

Course Meetings

Class meets Mondays and Wednesdays from 1:30 to 3:18 in 211 Hayes Hall.

Readings

There is no textbook for the course. Readings and suggested readings are listed in the appropriate places on your Lecture Outline (see below) and are posted on CARMEN. Information from the readings will be incorporated into the questions on your exams. I ask not so much that you read for detail and facts, but, rather, for the content and ideas as they relate to the materials we are covering in class. Please let me know if you have any questions about what you should be "getting" from the readings.

Course Mechanics

This course will use the CARMEN electronic class management system. All lectures will be posted on CARMEN. The course syllabus, readings, assignments, announcements, e-mail and other details of the course will also be managed with CARMEN.

Exams

There will be two exams for the course, a midterm and a final. The final will be a midterm of the second half of the course (one hour) and a cumulative final (one hour). Make-up exams will only be given in extreme circumstances. In the case of an illness or emergency, please contact the instructor as soon as possible. Requests for make-up exams must be accompanied by appropriate medical or other documentation. Exams may include slides, terms, maps, and essays, as well as information from your readings. This

course emphasizes your understanding and your ability to articulate concepts about the art rather than rote memorization.

Course Grading

- 30% Out-of-class assignment
- 20% Midterm exam
- 50% Exam given at time of final
 - 25% for first hour (2nd midterm)
 - 25% second hour (final)

Grading Scale

A 93% and above, A- 90-92%, B+ 88-89%, B 83-87%, B- 80-82%, C+ 78-79%, C 73-77%, C- 70-72%, D+ 68-69%, D 60-67%, E 59% and below

Students with Special Needs

Students who feel they may need accommodation based on a disability should contact the instructor **during the first week of classes** to discuss their specific needs. We rely on the Office of Disability Services to verify the need for accommodation and to help develop accommodation strategies. Students with disabilities who have not previously contacted the Office of Disability Services should look at the ODS website at <http://www.ods.ohio-state.edu> and/or contact them by phone to schedule an appointment (292-3307).

Academic Misconduct

OSU instructors are required to report suspected cases of academic misconduct to the Committee on Academic Misconduct. The University's rules on academic misconduct can be found on the web at <http://oaa.osu.edu/procedures/1.0.html>

Dates to Remember

Midterm Examination: Monday 10/22/07
Papers/projects due: Wednesday 11/28/07
Final Exam: Weds. 12/05/07 11:30-1:18

Out-of-class Assignment

There are three options for your out-of-class assignment.

1. *Choose one of the paintings* I bring to campus and write what would be the equivalent of a long catalogue entry for the work. Discuss the materials and techniques used in the painting, its condition, its style (including use of space, colors, figure style, and so on), the subject matter, and any other relevant issues. Be sure to bring in comparative works of art to reinforce your suggestion of its style and date. Approx. 10-15 pages.
2. *Create a work of art* based on one of the techniques and styles we have studied in class. Research the methods, create the work, and write a short explanation of what you have done. Your work can be a copy of an original work or your own

creation based on the principles of original works of art. Please ask me to pre-approve your project before you begin.

3. *Select a topic* from the following and write a 12-15 page paper (graduate students 15-18) on the subject.
 - a. Akbar's religious thought as reflected in the paintings of his court.
 - b. Christian subjects in Mughal art.
 - c. Nature in the art of Jehangir's time.
 - d. Portraiture in Indian art ca. 1550-the present
 - e. References to India's pre-Colonial past in late 20th century art
 - f. Other of your choice (please check with me first)

COURSE OUTLINE AND LECTURE LIST

(The schedule is approximate; we might not be exactly on schedule throughout the quarter.)

WEEK 1

Weds. 09/19 Introduction: The Setting and Background

WEEK 2

Mon. 09/24 Introduction: The Setting and Background (cont).

Weds. 09/26 Indigenous Painting Schools
Ajanta murals (5th century)
Pala palm-leaf manuscripts (11th-12th centuries)
Jain manuscript paintings (13th-15th centuries)
Caurapanchasika (ca. 1550)

Read: Cummins, *Indian Painting*, pp. 7-33.

Read: Miller, *Phantasies of a Love-Thief*

WEEK 3

Mon. 10/01 Early Islamic Art in South Asia

Read: Sections on Islam from *Atlas of the World's Religions*

Banbhore Mosque & walled city, ca. 712 (time of Mohammad bin Qasim)

Sultanate Period Architecture:

Quwwat-ul-Islam Mosque, Delhi, begun 1191
Qutb Minar, Delhi, 1199 (completed ca. 1220)
Tomb of Ghiyas-al Din Tughlaq, Tughlaqabad. Delhi, 1325

Optional Reading: Welch and Crane on "Sultanate Architecture"

Sultanate Period Painting:

Khamseh of Amir Khusrau
Ni'mat Nama, Mandu, ca. 15th-16th century

Weds. 10/03 The Mughal Period:

Babur (1526-1530)
Humayun (1530-1540 and 1555-1556)
Akbar (1556-1605)

Painting:

Tuti Nama

Hamza Nama
Akbar Nama
Histories
The Lahore period
Hindu topics
European influence
Portraiture

Read: Cummins, *Indian Painting*, pp. 35-54

Read: Excerpt from *Ain-i-Akbari*

Read: Excerpt on Akbar and Christianity in *Traveler's account*

Architecture:
Fatehpur Sikri
Ajmer Fort (1570)
Agra Fort
Humayun's Tomb

Optional Reading: Lowry, "Humayun's tomb"

WEEK 4

Mon. 10/08 The Mughal Period: Akbar, cont.
Weds. 10/10 The Mughal Period: Akbar, cont.

WEEK 5

Mon. 10/15 The Mughal Period: Jehangir (1605-1627)
Painting:
Portraiture
Allegorical portraiture
Animal paintings

Read: Cummins, *Indian Painting*, pp. 55-67.

Read: Excerpt from *Tuzuk-i-Jehangiri*.

Architecture:
Tomb of Akbar at Sikandra, finished 1613
Tomb of Itmad-ud-Daula, Agra, blt. 1626
Tomb of Akbar's horse, Sikandra

Weds. 10/17 The Mughal Period: Shah Jehan (1627-1658)

Painting:
Portraits and equestrian portraits

Night scenes
Rembrandt copies of Mughal portraits of Shah Jehan

Decorative and luxury objects (jade, jewelry, glass, weapons, etc.).

Read: Cummins, *Indian Painting*, pp. 68-74.

Architecture:

Taj Mahal, Agra
Shah Jehanabad (Red Fort), Delhi
Jami Masjid, Delhi
Shalimar Garden, Lahore, 1637

Optional reading: Wayne Begley, "Taj Mahal"

WEEK 6

Mon. 10/22 **MIDTERM**

Weds. 10/24 The Mughal Period: Shah Jehan and Aurengzeb (1658-1707) and Late Mughals

Portrait of Aurengzeb
Later Mughals

Read: Cummins, *Indian Painting*, pp. 74-79

Architecture:

Mosque of Rabi's Daurani, Aurangabad, fin. 1678
Badshahi Mosque, Lahore, 1674
Moti Masjid, Red Fort, Delhi, 1662

WEEK 7

Mon. 10/29 Rajput Architecture and Painting

Painting Schools:

Mewar
Bundi
Kotah
Kishangarh
Marwar
Jaipur
Jodhpur
Malwa

Read: Cummins, *Indian Painting*, pp. 91-163

Read: Miller, *Love Song of the Dark Lord* (Gita Govinda)

Read: Miller in Hawley, *The Divine Consort*

Read: Desai, "New Approaches"

Architecture:

Palaces

Civic Buildings

Astronomical structures

Weds. 10/31 Rajput Architecture and Painting, cont.

WEEK 8

Mon. 11/05 Pahari Architecture and Painting

Kangra Fort

Basohli

Kulu

Mandi, Bilaspur, Nurpur

Chamba

Guler

Garhwal

Kangra

Weds. 11/07 Pahari Architecture and Painting

Read: Cummins, *Indian Painting*, pp. 165-201

WEEK 9

Mon. 11/12 VETERAN'S DAY, NO CLASSES

Weds. 11/14 Colonial Period:

Portuguese

French

British East India Company (1757-1858)

British Colonial Period (1858-1947)

Architecture

Sculpture

Painting (Company School and others)

Photography

Calendar and other mass printing forms

Read: Section on British from *Atlas of the World's Religions*

Read: Cummins, *Indian Painting*, pp. 203-219

Read: Metcalf, *Imperial Architecture*

Read: Groseclose, *British Sculpture*

WEEK 10

Mon. 11/19 Contemporary Traditions (India, Pakistan, Bangladesh)

Architecture

Painting

Sculpture

Photography/Film/Digital Media

Read: Dalmia, *Contemporary Indian Art*

Read: Section on Independent India in *Atlas of World's Religions*

Weds. 11/21 Contemporary Traditions (India, Pakistan, Bangladesh, and Diaspora)

****THANKSGIVING IS 22ND****

WEEK 11

Mon. 11/26 Contemporary Traditions (India, Pakistan, Bangladesh, and Diaspora)

Weds. 11/28 Contemporary Traditions (India, Pakistan, Bangladesh, and Diaspora)

WEEK 12 FINAL EXAM WEEK

Weds. Dec. 05 11:30-1:18 675 final

**History of Art 676
Hindu Iconography**

Instructor: Susan L. Huntington

Office: 124 Hayes (you may leave a message in 100 Hayes)

Office Hours: By appointment

Requirements:

You are required to know the materials presented in lecture, as well as the materials covered in the assigned readings.

Exams will be based on information given in lecture and the assigned readings.

In addition to the exams, you are required to make a Notebook that will be turned in for grading. See below for Notebook requirements.

Grading:

Midterm 1	25%	Thurs. Oct. 28 (test is partly open-Notebook)
Midterm 2	25%	Mon. Dec. 6, 1-2:00 (test is partly open-Notebook)
Final exam	25%	Mon. Dec. 6, 2-2:48 (test is open-Notebook)
Notebook	25%	Mon. Dec. 6 (turn in with final)

Exams:

Due to the special nature of this course, which does not emphasize style (and therefore many of the usual concerns of an art history course), you will not be tested on broad, chronological trends and developments.

Exams will emphasize recognition of specific iconographic forms and understanding of their iconological messages. Understanding of general concepts and variations within the Hindu religion will be important.

Exams will consist of both objective (factual) material and essays.

During portions of each midterm, and during the final, you will be permitted to use your Notebook (but no other books or papers). If you choose to use your Notebook during these exams, the Notebook must be typed and up-to-date (that is, you may not merely use your handwritten class notes).

Textbooks:

1. David R. Kinsley, *Hinduism* (Prentice-Hall)
2. Diana L. Eck, *Darsan: Seeing the Divine Image in India* (Anima)

Readings:

Readings will be assigned in the above two books and in books on reserve in the Fine Arts Library in the Wexner Center. (See last page.)

Pronunciation and Spelling:

For a guide to pronunciation of Sanskrit, see pp. xix-xxii of Susan L. Huntington, *Art of Ancient India*. For standardized spellings of words, use the Glossary and Index in *Art of Ancient India*.

Course Outline and Readings

Part I: Introduction and Background (approx. 2 weeks)

1. Introduction to Indian geography and culture
2. Introduction to Hinduism (Kinsley, chpt. 1)
3. Central Hindu Beliefs (Kinsley, chpt. 5)
4. Worship in the Hindu Tradition (Kinsley, chpt. 6)
5. Hindu Social Structure (Kinsley, chpt. 7)
6. Dissent in Hinduism (Kinsley, chpt. 3)
7. Hinduism and the Arts (Kinsley, chpt. 4; Eck, whole book)
8. Historical overview (Kinsley, chpt. 2)
 - . Origins: Prehistoric period (Stone Age, Indus Civilization, Vedic and Upanisadic periods)
 - . Early Traces (Maurya, Sunga, Kusana periods)
 - . Later Florescence (Gupta, Calukya, Pallava periods)
 - . Later Florescence (Northern, Southern, Deccan regional developments)
 - . Late Trends (Krsna revivalism, folk trends, popular culture)

Part II: Analyzing Indian Images (approx. 1 week)

1. images as symbols; multivalent symbolism; *slesa* (double entendre)
2. attributes and miscellaneous symbols
3. *mudras* (hand gestures)
4. *vahanas* ("vehicles")
5. jewelry, hairstyles, and clothing
6. demeanor
7. idealization of body forms and stances

Part III: The Major Hindu Deities (approx. 3-4 weeks)

READINGS: given below; also look through appropriate sections of Rao

1. Brahma (read Danielou, chpt. 19)
2. Visnu, including Krsna and other *avatars* and *vyuhas*; read Danielou, chpts. 11-14)
3. Siva (read Danielou, chpts. 15-18)
4. "The Goddess" (mainly Durga); read Danielou chpts. 20 and 23; Kinsley, *Hindu Goddesses*, Intro. and chpt. 7

Part IV: Other Hindu deities (approx. 2 weeks)

5. Ganesa (Danielou, chpt. 24)
6. Karttikeya (Danielou, chpt. 24)

(Read appropriate sections of Danielou for the following by using the Index to find the relevant page numbers.)

7. Surya
8. Laksmi (Kinsley, *Hindu Goddesses*, chpt. 2)
9. Sarasvati (Kinsley, *Hindu Goddesses*, chpt. 4)
10. Seven Mothers (Saptamatrkas)
11. The Planets (*grahas*)
12. The Dikpalas
13. The Vedic deities
14. The River Goddesses (Ganga and Yamuna) (Kinsley, *Hindu Goddesses*, chpt. 12)
15. Wealth deities
16. Composite deities
17. Tantric imagery (including *sakti* cults and non-representational "abstract" art) (Kinsley, *Hindu Goddesses*, chpts. 8 and 11)
18. Miscellaneous

Part V: Hindu saints and sages (approx. 2 days)

Part VI: Hindu Images in Context: Temples as the Sacred Abodes of the Gods (read Kramrisch, *Hindu Temple*, chpts. 1 and 8) (approx. 3-4 days)

Part VII: Hindu Images in Context: Iconographic Programs (approx. 1 week)

Part VIII: Iconographic Texts (approx. 3-4 days)

Notebook Assignment

The Notebook that you will prepare as your out-of-class assignment serves the following purposes:

1. it provides a resource for the open-Notebook portions of your exams
2. it provides a resource for future reference

Required:

1. retype class notes and keep in a chronological fashion in one section of your Notebook (you may wish to enhance the notes with materials from your readings; you may also wish to copy sections of the notes and put in other sections of the Notebook)

2. additional material on three deities (or variations of deities) TO BE APPROVED BY PROFESSOR HUNTINGTON IN ADVANCE; for suggestions and instructions, see next page.

Optional:

3. You may wish to include typed notes based on your readings (these will be helpful during the open book exams, since during the exams you will be able to use your Notebooks, but not any other books)

4. You are free to organize your Notebook in any way that you wish; you may cross reference, create an index, a glossary, and any other tools you feel will help you in your study of Hindu art.

5. You may include xeroxes of photographs of different images to serve as reminders to you but this is not required. You might also include drawings made from slides shown in lecture.

Reading list (on reserve in the Fine Arts Library, Wexner Center):

Banerjea, J. N. <i>Devel. of Hindu Iconography</i>	BL 1205 B 3 1956	OR
Basham, A. L. <i>The Origins and Development of Classical Hinduism</i>	BL 1152.3B371989	OR
Coomaraswamy, A. <i>The Dance of Siva</i>	DS 423 C77 1968	OR
Danielou, Alain <i>Hindu Polytheism</i>	BL 1216 D 3	CR
Eck, Diana L. <i>Darsan</i>	BL 1205 E25 1985	CR
Huntington, Susan L. <i>Art of Ancient India</i>	N 7301 H86 1985	CR
Kinsley, David <i>Hinduism</i>	BL 1202 K48 1982	CR
Kinsley, David <i>Hindu Goddesses</i>	BL1216.2K561986	CR
Kramrisch, Stella <i>The Hindu Temple</i> , 2 vols.	NA 6002 K 72 1976	CR
Rao, T.A. G. <i>Elements of Hindu Iconography</i>	BL 1201 G65 1971	CR
Stutley, M. and J. <i>Dictionary of Hinduism</i>	BL 1105 S78	OR
Walker, Benjamin <i>Hindu World</i> , 2 vols.	BL1105 W3	OR
Zimmer, H. <i>Myths and Symbols in Indian Art and Civilization</i>	BL 2003 Z 72 1972	OR

LIST OF DEITIES TO ADD TO NOTEBOOKS

1. Each student should select three deities from the list below. (Some of you will have to work on the same deity as there are not enough to go around.)

2. For each deity you should try to:

- . give alternative names and forms for the deity
- . identify original religious texts (e.g. Vedas, specific Puranas, etc.) that mention/discuss the deity
- . identify the major characteristics of the deity (attributes, mudras, yahanas, color, features of costume and ornamentation, etc.
- . identify main meanings associated with the deity and how the deity might be used in temple context, worship rituals, etc.
- . relate main stories associated with deeds/life of the deity
- . identify other deities with which your deity is closely associated
- . provide some historical perspective (e.g. deity's name appears in Vedas, earliest forms seen in Gupta period, becomes mainly popular in Tamil region of south India in Cola period, etc.)
- . if deity is particularly (or solely) popular in one region of India, specify
- . provide illustrations showing typical and more unusual forms
- . note any festivals/holidays especially associated with the deity

3. Select your deities from the following list:

Agastya (male sage)
 Agni (male)
 Balarama (male)
 Camunda (female)
 Candi (female)
 Garuda (male)
 Indra (male)
 kinnara(s) (= kinnaras) ("heavenly musicians")
 Jambhala/Kubera (male)
 Kama (male)
 Lajja-Gauri (female)
 Lakulisa (male)
 Manikka Vasahar (male saint)
 raksasa(s) ("night wanderers", a category of evil beings)
 Revanta (male)
 Rudra (male)
 Sasta/Aiyanar (male)
 Uma (female)
 Varuna (male)
 Vasudhara/Vasundhara (female)
 Yama (male)

INTERNATIONAL STUDIES 501
Winter 2008
Introduction to South Asia
TR 9:30-11:18

Instructor: Sai Bhatawadekar
Office: Hagerty Hall 380
Office Hours: TR 11.30-12.30 and by appt.
Office Phone: 292-9255
Email: bhatawadekar.1@osu.edu

Course Description:

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

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

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

Please come and see me if you'd like to discuss how and whether this course fulfills GEC requirements.

Goals/Rationale:

Diversity: International Issues courses help students become educated, productive, and principled citizens of their nation and the world

Courses in social science help students understand human behavior and cognition, and the structures of human societies, cultures and institutions.

Learning Objectives:

1. Students understand the theories and methods of scientific inquiry as they are applied to the studies of individuals, groups, organizations, and societies.
2. Students comprehend human differences and similarities in various psychological, social, cultural, economic, geographic, and political contexts.
3. Students develop abilities to comprehend and assess individual and social values, and recognize their importance in social problem solving and policy making.

Books and Movies (Required and suggested. We will distribute the buying and reading of the material among us on the first day of classes.):

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

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

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

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

Hosseini, Khaled. The Kite Runner. New York: Riverhead Books, 2003.

Lahiri, Jhumpa. Interpreter of Maladies. Boston: Houghton Mifflin, 1999.

Or

Lahiri, Jhumpa. Namesake. Boston: Houghton Mifflin, 2003.

Gandhi. Dir. Richard Attenborough. Perf. Ben Kingsley. Columbia Pictures, 1982.

Lagaan. Dir. Ashutosh Gowariker. Perf. Aamir Khan. Aamir Khan Productions, 2001.

Or

Bombay. Dir. Mani Ratnam. Perf. Arvind Swami, Manisha Koirala. A.B.C.L., Madras Talkies, 1995.

Documentaries, articles, and web based audio-visual material will be used in class to supplement the reading. Suggestions for other books, articles, and movies according to student interest will also be welcome. Required and suggested reading and viewing will be used for presentations, discussions, and reviews.

Graded Assignments:

Newscast	15%	summary with handout of South Asian news
Presentations	30%	with power-point/ handouts on particular day's topics
Midterm	25%	in house
Final Paper	30%	take home

Grade explanation:

Newscast

We will assign one person each day to report of current and important South Asian news. You may choose various sources (such as the South Asia section of bbc.com) to keep yourselves informed. You are expected to bring a short handout with bullet-points summarizing the news. A short discussion will follow.

Presentation:

Two or more students will be assigned each day to present on the topics to be discussed on that day. Those of you assigned will be required to prepare a handout on that day's assigned readings, which should include a short summary of the readings, opinion statements, discussion questions, and other material they have looked up on that topic. You are encouraged to supplement your handout with audio-visual or web based material you may have consulted. You are also welcome to present on topics directly related but outside of the day's readings, but if you wish to do so, discuss them with me first.

Midterm:

Midterm will be in-house. Review session will help students prepare. Midterm will contain short questions (no multiple-choice).

Final Paper:

Final paper should be 7-10 pages in length. You should choose a topic of your interest related to the areas and issues discussed in class. You should first discuss the topic and the argument format with the instructor (me!). Discussing work-in-progress and discussing drafts is very welcome and encouraged.

Assignment Make-Up Policy:

If for any family, medical, or personal emergency you find it necessary to miss a scheduled examination or assignment, you must contact the instructor as soon as possible. If you are unable to do that, please leave a message with the staff of the Undergraduate International Studies Program (292-9657). Please note that scheduling conflicts with other University activities—such as band, sports, ROTC, etc.—or outside work is generally not a valid excuse for missing any scheduled assignment.

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 (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Disability Services:

Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Schedule:

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

Week	Day	Topic	Newscast Volunteer	Presentation Volunteer
1	Jan 3	Introduction Student survey of interest		
2	Jan 8	South Asian Geography Countries, landscape, cities Overview of Benazir Bhutto		
	Jan 10	South Asian History Ancient South Asia Reading: <u>Modern South Asia</u>		
3	Jan 15	South Asian History Mughal period Reading: <u>Modern South Asia</u>		
	Jan 17	South Asian History Colonial Period Reading: <u>Modern South Asia</u>		
4	Jan 22	South Asian History Independence Movement Reading: <u>Modern South Asia</u> Movie: <u>Gandhi</u>		
	Jan 24	South Asian History Independence Movement Reading: <u>Modern South Asia</u> Movie: <u>Gandhi</u>		
5	Jan 29	South Asian Politics and International Relations Post 1950-present Reading: <u>Modern South Asia</u>		
	Jan 31	Review		
6	Feb 5	Midterm		
	Feb 7	Movie		

7	Feb 12	South Asian Religions Hinduism, Islam, Sikhism Reading: <u>Religions of South Asia</u>		
	Feb 14	South Asian Religions Buddhism, Jainism, other Reading: <u>Religions of South Asia</u>		
8	Feb 19	South Asia in International Relations and World Politics Reading: <u>South Asia and South Asia in World Politics</u>		
	Feb 21	Emerging role of South Asia in Global Economy Reading: <u>South Asia and South Asia in World Politics</u>		
9	Feb 26	South Asian Literature and Cinema in the Context of Globalization Reading: <u>Kite Runner</u> or <u>Namesake</u>		
	Feb 28	South Asian Literature and Cinema in the Context of Globalization Movie: <u>Kite Runner</u> or <u>Namesake</u>		
10	Mar 4	Remaining Reading and Discussion, Review, Questions.		
	Mar 6	Summary of Course Content Concluding Remarks Paper Due.		

Sample Lesson Plans and Comments

International Studies 501
Winter 2008
Instructor: Dr. Sai Bhatawadekar

Lesson 1
January 3, 2008

- Introduction.
- What comes to your mind when you hear “South Asia”?
- What connects people to one another as South Asians?
- What separates South Asians from one another?
 - Possibly in groups of two or three first brainstorm
 - Each group reports
 - Instructor categorizes responses on the board under different titles (history, cinema, global economy, religion etc.)
 - Remarks about the interconnectedness of all categories and the interdisciplinary nature of the course.
- Following discussion on what students expect from the course, what particular areas/ aspects of South Asia each of them is interested in for future presentation topics.
- Coming presentations of South Asian geography: physical geography,
- What is the most important piece of news that came out of South Asia in the last two weeks?
 - Ask a bit about what students know about Benazir Bhutto and Pakistani politics.
 - How is that going to affect world/American politics?
 - Why does Bhutto’s death feature so prominently in US news coverage at this point?
 - Ask for a presentation for Tuesday Jan 8, 2008 on Benazir Bhutto and Pakistani politics.
- Discuss the news cast feature on the distribution of grades in the syllabus.
- Discuss the syllabus. Ask for suggestions and comments.
- Show books and suggested readings.
- Done!
-

Lesson 2
January 8, 2008

- Newscast
 - Discussion

 - Benazir Bhutto presentation
 - Have one or more students write down salient points on the board, in addition to the handout.
 - Comments, questions, discussion:
 - How has oxford and Harvard education helped her in her career?
 - What is her role in the eyes of American politics as far as ensuring democracy is concerned?
 - Debate on party leadership remaining in the hands of one family.
 - Controversy concerning fraud and money laundering charges on herself and family
 - Why is benazir's death important for American politics?
 - Comparison of Indira Gandhi and Benazir.
 - Both daughters of their politician fathers
 - Both assassinated
 - The sons of both are forced into politics more or less against their wish.
 - Both women prime ministers of rapidly emerging south asian countries.
 - Benazir corruption charges. Indira lost elections after declared emergency.

 - Presentation on South Asian Geography
 - Questions and comments.
-

Comments:

- Student presentation on Geography was not sufficient.
- Gave more instructions on how to add to the information they had.
- Asked them to present a second part of their presentation the next time.

Lesson 3
January 10, 2008

- Newscast
- Discussion
- Geography presentation continued.
 - Audio-visual powerpoint presentation
 - If the presenters don't, give an overview of South Asian geography, that will establish a continuity and diversity of landscape from west to east and north to south
- Questions after photos of south asia:
 - What impression did these photos make on you?
 - Were there things you expected, were there things you didn't expect?
 - Did they conform to the stereotypical images of India and south asia that you encounter?
 - What was surprising?
 - Have they inspired you to do something now? E.g. travel to specific parts, why?
- Tie this discussion to the introduction of Modern South Asia, in which the authors talk about stereotypical images of India and the dichotomy in the images of India – mystery spirituality/ irrationality, grandeur / poverty, religious strife / other-worldly meditation, violence / Buddha and Gandhi – is symptomatic of problems comprehending the complexity of India. (2-3)
- show half of documentary: Ancient India (download from OSU library)
- student presentation on ancient south asia from Modern South Asia.

Comments:

- consult southasianmedia.net
- students were indeed surprised by the images. They had images of stereotypes – huts, poverty etc. They said the natural beauty was striking; they would like to travel there sometime. They were surprised with the diversity of climate.
- Make a handout / questionnaire of basic summary questions of ancient India information for them to fill out at the beginning of class, together as a class, or in groups, with the power-point presentation they heard last time.

Linguistics 623 TOPICS IN INDIC LINGUISTICS

Instructor: Brian D. Joseph; 206 Oxley Hall (292-4981); bjoseph@ling.ohio-state.edu
Office Hours: M W 9:30 - 10:15 or (preferably) by appointment

Focus of Course: History of Sanskrit / Sanskrit Historical Grammar

Goals: To investigate and learn about:

- a. the prehistory of Sanskrit
- b. the development of the language within its historical attestation (Vedic into Classical Sanskrit)
- c. the external history of the language; effects of language contact and the sociolinguistic setting in ancient India
- d. those aspects of the synchronic grammar of Sanskrit that receive particular illumination when viewed in the context of their historical background and development

and in so doing, to further understanding of methods and practices of historical linguistics.

Specific Topics To Be Covered (more or less in this order):

- a. basics on comparative grammar, the comparative method, and language relatedness
- b. Sanskrit in its Indo-European context; connections with other IE languages
- c. Sanskrit within Indo-Iranian
- d. Sanskrit within Indic; the relationship of Sanskrit with Prakrit
- e. Sanskrit historical phonology (viewed against its IE background):
 - the relationship between IE ablaut and Sanskrit vowel gradation
 - the historical sources of nasal strengthening
 - Sanskrit sandhi peculiarities viewed historically
 - aspiration alternations viewed historically
- f. Sanskrit historical morphology, especially concerning the verb, and especially:
 - the origin and development of the present classes
 - the perfect system
 - secondary formations, especially desideratives and causatives
 - aorist classes viewed historically
- g. (Time permitting) Sanskrit historical noun morphology

Requirements:

- a. Reading: T. Burrow *The Sanskrit Language* (now out of print: a copy is on reserve in the Main Library reading room and one copy is in the department library); Chapters 1, 2, and optionally 8 pertain to topics (a) - (d) above, chapter 3 pertains to topic (e), and chapter 7 pertains to topic (f); chapters 4, 5, and 6 are relevant to the project assignment (d) below. Other readings will be recommended, but most are in French or German.

- b. Homework assignments: 3 to 5 homework problems will be distributed, mostly aimed at strengthening your understanding of aspects of the historical phonology and providing a basis for some in-class discussion
- c. Etymology assignment: a small-ish paper (2 pages maximum) laying out the facts on the etymology of your favorite Sanskrit root, drawing on Mayrhofer's *Kurzgefasstes etymologisches Wörterbuch des Altindischen*; details to be announced.
- d. Class report: everyone must give a 20-minute report to the class, in the last week of classes, on some aspect of the history of Sanskrit not covered in class, e.g. on the Sanskrit noun or pronoun (giving the comparative evidence and the Sanskrit-internal evidence bearing on the history and development of a grammatical category in the nominal system, either a particular case, a compound-type, a derivational formation, etc.); on periphrastic formations in the verb, on the future tense, on moods, or the like; more on the sociolinguistics of Sanskrit historically in South Asia; etc.

Academic Misconduct: To state the obvious, academic dishonesty is not allowed. Cheating on tests or on other assignments will be reported to the University Committee on Academic Misconduct. The most common form of misconduct is plagiarism (the representation of someone else's ideas or words as your own, without attribution). It is critical to recognize that any time you use the ideas or the materials of another person or persons, you must acknowledge that you have done so in a citation. This includes material that you have found on the Web. The University provides guidelines for research on the Web at <http://gateway.lib.ohio-state.edu/tutor/>.

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Instructor: Brian D. Joseph; 206 Oxley Hall (292-4981); bjooseph@ling.ohio-state.edu
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and in so doing, to further understanding of methods and practices of historical linguistics.

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 - aspiration alternations viewed historically
- f. Sanskrit historical morphology, especially concerning the verb, and especially:
 - the origin and development of the present classes
 - the perfect system
 - secondary formations, especially desideratives and causatives
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- g. (Time permitting) Sanskrit historical noun morphology

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ASIAN PHILOSOPHIES

Philosophy 215 / Winter 2008

Professor Sukjae Lee
 Office: UH 337G / 292-2578
 Email: lee.2014@osu.edu
 Homepage: <http://people.cohums.ohio-state.edu/lee2014/>
 Office Hours: Mon & Wed 2-3 pm and by appointment.

Graders:	Scott Brown	Patrick Hoffman
Office:	UH 214 / 292-3663	UH 214 / 292-3663
Email:	brown.3387@osu.edu	hoffman.475@osu.edu
Office Hours:	Mon 10:30am-12:30pm	Thurs & Fri 2:30-3:30pm

This course provides an introductory survey of various Asian philosophies. Our goals are (1) to understand what might be distinctive of Asian philosophical approaches and; (2) to examine the questions raised and the answers offered with regard to certain core philosophical concerns. We start with a look at the beginnings and foundations of the long tradition of Indian thought by focusing on the Vedas, particularly, the Upanishads. Against this background, our focus will then turn to the origination and development of Buddhism. Next will be our exploration of Confucianism and Taoism, the two philosophical systems most influential in the development of Chinese philosophical thought. We will conclude by examining more recent developments of these original philosophies in Korea and Japan.

Course requirements:

1. Attendance & Participation¹
2. 1st Mid-term Exam: Jan. 24 (Thurs), in class (30%)
3. 2nd Mid-term Exam: Feb. 14 (Thurs), in class (30%)
4. Final Exam: March 11 (Tues), 9:30-11:18am (40 %)

Reading:

Required

Asian Philosophies, John M. Koller, 5th edition (Upper Saddle River, New Jersey: Prentice Hall, 2007), hereafter abbreviated as **PB (Purple Book)**

Recommended

A Sourcebook in Asian Philosophy, John & Patricia Koller, Upper Saddle River, New Jersey: Prentice Hall, 1991), hereafter abbreviated as **RB (Red Book)**

¹ Attending lectures is an essential component to the course and is mandatory. A key reason for this requirement is that the readings are intended to *supplement* the lectures and cannot substitute for them. Participation in lectures is encouraged. Active participants will be noted and rewarded for their contribution through extra credit.

Tentative Order of Topics and Readings:²

Week 1 Introduction (**PB** chapter 1; **RB** chapter 1)

Week 2 The Indian Tradition (**PB** chapters 2-3 ; **RB** chapter 6)

Week 3 The Indian Tradition & Introduction to Buddhist Philosophies (**PB** chs. 4-6; **RB** chs. 7, 9)

Week 4 Buddhism & 1st Midterm Exam. (**PB** chs. 4-6 . ; **RB** chs. 10-11)

Week 5 Buddhist Philosophies continued (**PB** ch. 14; **RB** ch. 12-13)

Week 6 Chinese Philosophies: Introduction & Confucianism (**PB** chs. 15-16; **RB** ch.16, 18)

Week 7 Confucianism & 2nd Midterm Exam (**PB** chs. 15-16; **RB** ch.19)

Week 8 Confucianism & Taoism (**PB** chs. 17-18 ; **RB** ch.17)

Week 9 Taoism (**PB** chs 17-18; **RB** ch. 17)

Week 10 The Philosophies of Korea and Japan (**PB** chs. 21-22)

Note on Academic Misconduct

The University understands academic misconduct to include “any activity which tends to compromise the academic integrity of the institution, or subvert the educational process” (<http://oaa.osu.edu/procedures/1.0.html>). Examples include, but are not limited to, such actions as cheating on exams and submitting a term paper written by another. Academic misconduct of any sort is a *very* serious violation of University requirements. University rules provide for extremely serious sanctions for academic misconduct, and faculty are required to forward any cases of suspected misconduct to the Committee on Academic Misconduct.

Disability Services:

Students with disabilities that have been certified by the Office of Disability Services will be accommodated accordingly. Please inform me of any needs as soon as possible. The Office of Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>

² These topics and readings are tentative. They will be adjusted as the course progresses if needed.

**THE OHIO STATE UNIVERSITY
POLITICAL SCIENCE 539
CONTEMPORARY POLITICS OF SOUTH ASIA**

Irfan Nooruddin
2084 Derby Hall
Office Hours: TBD
Email: nooruddin.3@osu.edu

This is an introductory seminar in comparative politics designed to acquaint participants with academic debates on a range of topics that are relevant to understanding the politics of contemporary South Asia. Because the overwhelming majority of academic publications concerning that region use India as their case, due to its longer period of political stability which resulted in much better data quality and availability, the assigned readings have an almost exclusive India focus. However, we will use the theories developed in the Indian context to understand the politics of the other South Asian states, and ask how India-specific theories might be extended to capture the dynamics of its neighbors. As such, I conceive of this course as a course on South Asian politics, and will do my best to recommend non-academic readings to those interested in learning more about the other countries in the region.

A key theme explored in this seminar centers on the relationship of the state to the delivery of public goods. There is great regional and temporal variance in the delivery of public goods across South Asia. How do we account for this variance? Can these differences be explained by the role played by the state or through social pressures? How have the concepts of “state” and “society” been used in the study of the region? Furthermore, how do citizens in practice relate to state and social pressures and norms? We will examine these and related questions in the first part of the course. Subsequently we will focus on the impact that the various elements of state and society have on the delivery of public goods.

Books required (available for purchase)

- Ganguly, Sumit. 1998. *The Crisis in Kashmir: Portents of War, Hopes of Peace*. New York: Cambridge University Press.
- Gupta, Dipankar. 2000. *Interrogating Caste*. Delhi: Penguin
- Jaffrelot, Christophe. 1996. *The Hindu Nationalist Movement in India*. New York: Columbia University Press.
- Jenkins, Rob. 1999. *Democratic Politics and Economic Reform in India*. Cambridge: Cambridge University Press.
- Ray, Raka. 1999. *Fields of Protest: The Womens Movement in India*. Minnesota: The University of Minnesota Press.
- Weiner, Myron. 1991. *The Child and the State in India*. Princeton: Princeton University Press.

Requirements

Everyone is expected to keep up with the readings and to contribute to discussions. Participants are required to write three (3) five page commentaries on the readings for a particular week.

A longer essay is due at the end of the term. This essay has one goal – to place the seminar readings on a particular issue in a broader framework. In other words, the aim is to put the academic debates on the study of India in a comparative South Asian framework and then evaluate the validity of the claims made for India. Take, for instance, economic reform. Academic debates on India offer many reasons for why economic reforms undertaken by the Indian government since 1991 have been implemented in a particular way. The essay should explore what is happening in other parts of the world. Are similar sets of reasons being discussed in the literature on ‘other’ countries? If so, is there a common and generalizable claim that can be made about the politics of economic reform? If not, what makes the Indian case *sui generis* (if it is that!)? Or, is it that arguments offered in different contexts actually provide a more compelling account of the Indian experience of economic reform. The final essay (or research paper) is due on the last day of the quarter (December 10).

The weights assigned to these requirements are as follow:

- Course participation (10 % of overall grade)
- Five-page reading commentaries (15% of overall grade each; 45% of overall grade in total)
- Final essay (45% of overall grade)

SCHEDULE OF CLASSES AND READINGS:**Introduction to the course (Day 1)****Developmental State (Day 2)**

Hasan, Zoya. 2000. “Introduction: The Political Career of the State in Independent India.” in *Politics and the State in India* ed. Zoya Hasan. Delhi: Oxford University Press. pp11-36

Kaviraj, Sudipta. 2000. “The Modern State in India”. in *Politics and the State in India* ed. Zoya Hasan. Delhi: Oxford University Press.

Nandy, Ashish. 2000. “The Political Culture of the Indian State”. in *Politics and the State in India* ed. Zoya Hasan. Delhi: Oxford University Press. pp 64-88.

Vanaik, Achin. 2000. “The Social Character of the Indian State”. in *Politics and the State in India* ed. Zoya Hasan. Delhi: Oxford University Press. pp. 89-114

Kothari, Rajni. 2000. “The Decline of the Moderate State”. in *Politics and the State in India* ed. Zoya Hasan. Delhi: Oxford University Press. pp. 177-206

Breman, Jan. 2000. "I am the Government Labour Officer...": State Protection for the Rural Proletariat of South Gujarat". in *Politics and the State in India* ed. Zoya Hasan. Delhi: Oxford University Press. pp 293-330.

Gupta, Akhil. 2000. "Blurred Boundaries: The Discourse of Corruption, the Culture of Politics and the Imagined State". in *Politics and the State in India* ed. Zoya Hasan. Delhi: Oxford University Press. pp 331-377.

... and the Idea of Development (Day 3)

Raghavan, R.K. 1999. "The India Police: Expectations of a democratic polity". In *Transforming India* ed. Francine Frankel, Zoya Hasan, Rajeev Bhargava, and Balveer Arora. New Delhi: Oxford University Press. pp. 288-313.

Chatterjee, Partha. 2000. "Development Planning and the Indian State". in *Politics and the State in India* ed. Zoya Hasan. Delhi: Oxford University Press. pp 115-141

Patnaik, Prabhat. 2000. "The State in India's Economic Development". in *Politics and the State in India* ed. Zoya Hasan. Delhi: Oxford University Press. pp. 142-158

Constitutional and Legal Developments (Day 4)

Austin, Granville. 1999. *Working a Democratic Constitution: The Indian Experience*. Delhi: Oxford University Press. pp 1-390.

Constitutional and Legal Developments contd (Day 5)

Kapur and Cossman, *Subversive Sites: Feminist Engagements with law in India* pp 173-231.

Hasan, Zoya. 2000. "Religion and Politics in a Secular State: Law, Community, and Gender" in *Politics and the State in India* ed. Zoya Hasan. Delhi: Oxford University Press. pp. 269-292.

Bhargava, Rajeev. 1999. "Judges and Indian Democracy: The Lesser Evil?" In *Transforming India* ed. Francine Frankel, Zoya Hasan, Rajeev Bhargava, and Balveer Arora. New Delhi: Oxford University Press. pp 314-352..

Federalism (Day 6)

Austin, Granville. 1999. *Working a Democratic Constitution: The Indian Experience*. Delhi: Oxford University Press. pp 553-630.

Crook Richard and James Manor. 1998. *Democracy and Decentralisation in South Asia and West Africa: Participation, Accountability, and Performance*. Cambridge: Cambridge University Press pp. 22-84.

Federalism contd (Day 7)

Rashavulu, C.V. and E.A.Narayana. 1999. Reforms in Panchayati Raj: A Comparative Analysis of Andhra Pradesh, Karnataka, and West Bengal. In *Decentralization and Local Politics* ed. S.N. Jha and P.C. Mathur Delhi: Sage Publications pp 117-130.

Oomen, M.A. 1999. Panchayat Finance and Issues Related to Inter-governmental transfers. In *Decentralization and Local Politics* ed. S.N. Jha and P.C. Mathur Delhi: Sage Publications pp 142-172.

Dutta, Abhijit. 1999. Institutional Aspects of Urban Governance in India. In *Decentralization and Local Politics* ed. S.N. Jha and P.C. Mathur Delhi: Sage Publications pp 191-211.

Mathew George. 2001. Panchayat Elections: Dismal Record. *Economic and Political Weekly*. January 20, 2001

Manor, James. 2001. Madhya Pradesh Experiments with Direct Democracy. *Economic and Political Weekly*. March 3

Bagchi, Amaresh. 2001. Rethinking Federalism: Overview of Current Debates with Some Reflections in Indian Context. *Economic and Political Weekly*. 3025-3036

Aziz Abdul. 2000. Democratic Decentralisation: Experience of Karnataka. *Economic and Political Weekly*. Sept 23.

Lahiri, Ashok. 2000. Sub-national Public Finance in India. *Economic and Political Weekly*. 1539-1549.

Chhibber, Pradeep and Somanathan Easwaran. 2001. Are Federal Systems Decentralized? Mimeo.

The Role of Caste (Day 8)

Gupta, Dipankar. 2000. *Interrogating Caste*. Delhi: Penguin.

Caste contd (Day 9)

Omvedt, Gail. 1994. "Peasants, Dalits, and Women: Democracy and India's New Social Movements". 24:1 35-47.

Ruud, Arild Engelsen. 1999. The Indian Hierarchy: Culture, Ideology and Consciousness in Bengali Village Politics. *Modern Asian Studies*. 33:3 689-732.

Sheth, D.L. 1999. Secularisation of Caste and Making of New Middle Class. *Economic and Political Weekly* August 21-28.

Religious Conflict (Day 10)

FIRST DISCUSSION OF PROPOSED FINAL ESSAY

Tambiah, Stanley. 1990. Presidential Address: Reflections on Communal Violence in South Asia. *The Journal of Asian Studies* 49:4 741-760

Varshney, Ashutosh, *Ethnic Conflict and Civic Life: Hindus and Muslims in India*. Yale University Press.

Review Symposium: Ethnic Conflict and Civic Life: Hindus and Muslims in India. *Journal of Comparative and Commonwealth Politics*. March 2001. pp 96-141.

Religious Conflict (Day 11)

Brass, Paul R. 2003. *The Production of Hindu-Muslim Violence in Contemporary India*. Seattle: University of Washington Press.

Wilkinson, Steve. 2004. *Votes and Violence*. Cambridge University Press, Chps 1, 5, 6.

Das, Suranjan. 2000. "The 1992 Calcutta Riot in Historical Perspective: A Relapse into Communal Fury?". *Modern Asian Studies*: 34:2 281-306

Regional and Sub-Regional Conflict (Days 12 & 13)

1. The North East

Kohli, Atul: "Can Democracies Accommodate Ethnic Nationalism: The Rise and Decline of Self-Determination Movements," *Journal of Asian Studies* 56: 325-344

Dasgupta, Jyotindra "Community, Authenticity, and Autonomy: Insurgence and Institutional Development in India's Northeast," *Journal of Asian Studies* 56:345-370

Aggarwal, Kailash. (ed). 1999. *Dynamics of Identity and Intergroup Relations in North-East India*. Simla: Indian Institute for Advanced Study. Pp 1-265.

2. Punjab and Kashmir

Ganguly, Sumit. 1998. *The Crisis in Kashmir: Portents of War, Hopes of Peace*. New York: Cambridge University Press.

Sikand, Yoginder. 2001. Changing Course of Kashmiri Struggle: From National Liberation to Islamist Jihad?" *Economic and Political Weekly* January 20, 2001.

Bearak, Barry. "A Kashmiri Mystery". *New York Times Magazine*, December 31, 2000 pp 26 ff.

Tambiah, Stanley J. 1996. "Sikh Identity, separation, and ethnic conflict, in *"Levelling Crowds*. Berkeley: University of California Press. pp 101-162

Jodhka, Surinder S. 2001. Looking Back at the Khalistan Movement: Some Recent researches on its Rise and Decline. *Economic and Political Weekly* April 21-27.

Singh, Gurharpal. (tba)

Gendered Civil Society (Day 14)

Ray Raka. 1999. *Fields of Protest: Women's Movements in India*. Minnesota: University of Minnesota Press.

Kaushik, Susheela. 1999. "Women in Panchayat Elections". In *Decentralization and Local Politics* ed. S.N. Jha and P.C. Mathur Delhi: Sage Publications pp 239-247.

Reservation Politics (Day 15)

John, Mary. 2000. "Alternate Modernities: Reservations and Women's Movements in 20th Century India". *Economic and Political Weekly* pp 3822-3830

Das, Bhagwan. 2000. "Moments in a History of Reservations". *Economic and Political Weekly* October 28 3821-3834

Joint Action Committee. 2000. "Negotiating Gender and Caste". *Economic and Political Weekly* 3845-3848

Kishwar, Madhu. 2000. "Equality of Opportunity vs equality of Results: Improving Womens reservation Bill". *Economic and Political Weekly* Nov 18. 4151-4156.

Visaria, Leela. 2000. "Violence against Women: A field Study". *Economic and Political Weekly* May 13. 1742-1751

Baxi, Pratiksha. 2000. "Rape, Retribution, State: On whose bodies". *Economic and Political Weekly* 1196-1200.

Associations and Electoral Politics (Days 16 & 17)

SECOND DISCUSSION OF PROPOSED FINAL ESSAY

1. Social Cleavages, Civil Society, and Party Politics

Chhibber, Pradeep. 1999. *Democracy without Associations* University of Michigan Press.

Recommended:

Rudolph, Susanne Hoeber. 2000. Civil Society and the Realm of Freedom. *Economic and Political Weekly* May 13.

Chandra, Kanchan. The Transformation of Ethnic Politics in India: The Decline of the Congress Party and the Rise of the Bahujan Samaj Party, *Journal of Asian Studies* 59: 26-61

Yadav, Yogendra. 1999. Understanding the Second Democratic Upsurge: trends of Bahujan participations in electoral politics in the 1990s. in *Transforming India* ed. Francine Frankel, Zoya Hasan, Rajeev Bhargava, and Balveer Arora. New Delhi: Oxford University Press pp 120-145.

Hasan. Zoya. 1999. Representation and Redistribution: The new lower caste politics of north India In *Transforming India* ed. Francine Frankel, Zoya Hasan, Rajeev Bhargava, and Balveer Arora. New Delhi: Oxford University Press pp 146-175..

Jaffrelot, Christophe. 1996. *The Hindu Nationalist Movement in India*. Pp 11-192.

2. Contemporary Electoral Politics and the Rise of the BJP

Jaffrelot, Christophe. 1996. *The Hindu Nationalist Movement in India*. Pp 11-192; 314-550.

Recommended:

Banerjee, Sikata. 1996. The Feminization of Violence in Bombay: Women in the Politics of the Shiv Sena. *Asian Survey* 36: 1213-25

Katzenstein, Mehta, and Thakkar, "The Rebirth of the Shiv Sena: The Symbiosis of Discursive and Organizational Power," *Journal of Asian Studies* 56:371-390

Basu, Amrita. 1995. Feminism Inverted: The gendered imagery and real women of Hindi nationalism" in *Women and the Hindu Right*, ed. Tanika Sarkar New Delhi: Kali for Women pp 158-80.

Nigam, Aditya and Yogendra Yadav. 1999. "Electoral Politics in Indian States, 1989-99. *Economic and Political Weekly* August 21-28. (this is a special issue – read all the articles on each state that follow paying particular attention to the following two)

Yadav, Yogendra. 1999. Electoral Politics in the Time of Change: India's Electoral System, 1989-99. *Economic and Political Weekly* August 21-28, 1999

Yogendra Yadav and Oliver Heath: The United Colours of Congress, *Economic and Political Weekly* August 21-28, 1999

Social and Economic Policy

1. Educating Children (Day 18)

Shariff, Abusaleh. 2000. India: Human Development Report. Delhi: Oxford University Press. pp 98-197.

Weiner, Myron. 1991. *The Child and the State in India*. Princeton: Princeton University Press.

Katzenstein, Mary Fainsod. 2000. The "Mother" and the State in India. *Asian Survey* 40:5 737-

2. Health and Education (Day 19)

Sen Amartya and Dreze Jean. 1995. *India Economic Development and Social Opportunity*. Delhi: Oxford University Press. pp 1-139.

Gumber, Anil and Veena Kulkarni. 2000. "Health Insurance for Informal Sector: Case Study of Gujarat". *Economic and Political Weekly*. Sept. 30 pp 3607-3613.

Roy, Allen, B. Kamaiah, and M Govinda Rao. 2000. "Educational Expenditure of Large States: A Normative View". *Economic and Political Weekly* April 22 pp 1465-1469.

Das, Veena, R.K. Das, and Lester Coutinho. 2000. "Disease Control and Immunisation: A Sociological Inquiry". *Economic and Political Weekly* 625-632

Das, Veena and Abhijit Dasgupta. 2000. "Scientific and Political Representations: Cholera Vaccine in India". *Economic and Political Weekly* 633-644

Outinho, Lester, Suman Bisht and Gauri Raje. 2000. "Numerical Narratives and Documentary Practice: Vaccines, Targets and Reports of Immunisation Programme". *Economic and Political Weekly* 656-666.

3. Economic Reform (Day 20)

Bhagwati, Jagdish and T.N. Srinivasan: *India's Economic Reforms* 1-70

Denoon, David B. 1998. "Cycles in Indian Economic Liberalization, 1966-1996. *Comparative Politics*. October 1998. pp 43-60.

Varshney, Ashutosh. 1998. Mass Politics or Elite Politics? India's Economic Reforms in Comparative Perspective. *Journal of Policy Reform*, December 1998.

Jenkins, Rob. 1999. *Democratic Politics and Economic Reform in India*. Cambridge: Cambridge University Press.

FINAL ESSAY DUE (DECEMBER 10)

SANSKRIT 621: Introduction to Classical Sanskrit (Fall 2007)

Instructor: Brian D. Joseph (206 Oxley Hall, 292-4981; bjoseph@ling.ohio-state.edu)
Office Hours: M 12:00-1:00, W : 9:00-10:00, or (preferably) by appointment
Classroom: 164 Jennings Hall

Website: A very rudimentary website, basically a web address where documents for the class (syllabus, handouts, etc., essentially for reference and for anyone who might miss a class) will be deposited for downloading (as pdf files), is to be found at www.ling.ohio-state.edu/~bjoseph/Sanskrit621 (note, as of writing this, I am working on using Carmen for a web presence for the class and that may supersede the rudimentary website).

Textbooks:

Required:

H. Craig Melchert *An Introduction to Sanskrit* (a xeroxed manuscript, available from UniPrint, at their Tuttle Garage store (in the vicinity of Central Classroom building);

W. D. Whitney *Sanskrit Grammar* (any version will do, new or used, hardback or paper, published in India or by Harvard University Press – some good deals are available online via Amazon and other vendors; GoogleBooks has the first 200 pages (out of c. 500) as a “preview”)

Optional:

N. Goldman *English Grammar for Students of Latin* (for students with a shaky sense of grammatical terms and concepts)

Class Meetings: The class will begin at 1:30 and is scheduled to end at 3:18, M W F. My intent is to use as much of this time as we can all stand, since in my experience, there are lots of issues that come up in learning the language (especially with so large a class) and the more time we have at our disposal, the better. Depending on various circumstances, we may regularly cut the Friday class short (I will let you know about that) and if we get into a good groove and make good progress with smooth sailing, we may cut back somewhat on the Monday and Wednesday classes. But for the first few weeks at least, count on three full classes each week from 1:30 – 3:18.

Attendance: Attendance in class is **ESSENTIAL**; I cannot emphasize enough the value and importance of the in-class experience for coming to grips with intricacies of Sanskrit grammar. Still, I understand that occasionally you may miss class (indeed, I need to be out of town on at least one class day, for which I will arrange a substitute). I will try to keep everyone updated via e-mail (or as announcements on Carmen if I manage that) as to goings-on in class (and daily assignments), not just for anyone who might miss class but for those in class as well, but still you miss class at your own peril and I cannot guarantee that the make-up measures will afford the same insights as the class presentations themselves. Thus, plan on coming to class (and note below regarding missed quizzes).

Course Goals: The main goal of this course is to introduce students to Sanskrit grammar and vocabulary, by working through Melchert's lessons, one by one (more or less in sequence), aiming for a pace of (approximately) one lesson per class. The ultimate goal of the Sanskrit sequence (this course together with its follow-up class, Sanskrit 622, in the winter) is to enable students to read Sanskrit texts with the aid of a dictionary and to develop a sense of what is possible grammatically in the language so that one can attack a text without a dictionary if necessary.

Requirements :

1. Homework assignments (translation exercises from Melchert, sandhi problems, worksheets, etc.), all to be turned in; these will be graded on a 10-point scale (6 points for turning them in on time, with points lost for late papers, and up to 4 quality points to be earned). Included in this is your participation in the class discussion of homework assignments, as you are expected to be able to answer questions about the homework as we go over it in class. These assignments will be given out near the end of each class; I will try to make sure that everyone is apprised via e-mail of the assignments, but in the end, it is your responsibility to make sure you have the assignments.
 - 40% of final grade
2. Weekly quizzes, to be given every Friday at the beginning of class; these will be very brief (on the order of 5 minutes or so), and are designed to give you a focus for studying the necessary grammatical forms and related material; they will be graded on a 10-point scale (your lowest grade will be discarded, however).
 - 10% of final grade
3. Midterm Exam (take-home/open-book; to be handed out by Friday October 26, and due in class on Monday October 29); note that the exam will be on whatever we have covered to that point and the timing of the exam will not change except by unanimous agreement by all in the class.
 - 20% of final grade

4. An oral exam, to be scheduled during the last week of class (November 26 - November 30); this will be a 10-15-minute meeting with the instructor during which you will be asked to sight-read some simple Sanskrit sentences — my interest is in seeing how you go about attacking the translation task, not (necessarily) in your results

- 10% of final grade

5. Final Exam (take-home/open-book; to be handed out the last day of class (Friday November 30), and due in my mailbox in 222 Oxley Hall by noon on Wednesday December 5.

- 20% of final grade

Make-up work: If you have to miss an assignment, you are expected to make it up or else you will lose credit. On the quizzes, if you miss one, that can count as your lowest grade to be discarded but any misses after that will need to be made up by arrangement with the instructor. All homework assignments need to be turned in and they are better turned in late than never (see above under (1) regarding homework policy). Exams can be made up only with a suitable documented excuse (serious illness, death in the family, or some similar catastrophe).

Topic Outline:

1. Introductory remarks on Sanskrit and its place within Indo-European and Indo-Iranian, and on the social setting for Sanskrit in India
2. Devanāgarī writing system; Sanskrit phonological system
3. Overview of Sanskrit grammar: roots, stems, and derivatives; vowel gradation; organization of verbal and nominal systems
4. Grammar in detail (presented through Melchert's exercises, supplemented by handouts, covering verb conjugation, noun declension, sandhi, word formation, and syntax)
5. Reading of actual Sanskrit texts, using materials to be provided by instructor

Academic Misconduct: To state the obvious, academic dishonesty is not allowed. Cheating on tests or on other assignments will be reported to the University Committee on Academic Misconduct. The most common form of misconduct is plagiarism (the representation of someone else's ideas or words as your own, without attribution). For this class, plagiarism per se is not likely to arise but misconduct includes collaborating with other students or getting answers from anyone when it is expressly forbidden — for this class, that means that when working on exams, you must not seek the help of anyone other than the instructor nor may you collaborate with anyone. Note that this prohibition only holds for exams — working together on homework assignments is permitted.

Students with Disabilities: Students who need an accommodation based on the impact of a disability should contact the instructor to arrange an appointment as soon as possible to discuss the course format, to anticipate needs, and to explore potential accommodations. The Office of Disability Services will be called in for assistance in verifying the need for accommodations and developing accommodation strategies. Students who have not previously contacted the Office for Disability Services are encouraged to do so (614-292-3307; www.ods.ohio-state.edu).

SANSKRIT 622 CLASSICAL SANSKRIT WINTER 2006

Instructor: Brian D. Joseph
Office: 206 Oxley Hall
Phone: 292-4981
e-mail: joseph.1@osu.edu (rudimentary website for class:
<http://www.ling.ohio-state.edu/~bjoseph/Sanskrit622>)

Office Hours: Tuesdays 9:30 – 10:15 / Wednesdays 8:30 - 9:15
but preferably by appointment (and note that I am
available for consultation via e-mail on a regular basis).

Class Meetings: Monday - Wednesday - Friday 9:30 - 11.18, in Enarson 201
(NOTE: since there never seems to be enough time for Sanskrit, my plan
is to utilize the full 2 hours (though with a brief break); if this proves to be
too much or if other circumstances require some adjustment, this schedule
may be altered somewhat, but note we will lose two Mondays to holidays
(New Year's and MLK Day) and I will be out of town a couple of other
class days (though there will be class those days with a substitute)).

Course Goals: 1. To review Sanskrit grammar covered in Sanskrit 621 and solidify
students' grasp of it
2. To cover those aspects of the grammar not treated in Sanskrit 621
3. To develop students' reading fluency in Classical Sanskrit

Class Plan: For the most part, each day will be spent as follows: we will go over the
assigned reading passages; **everyone** is expected to be able to participate
(see #1 below under "Assigned Work"). Typically, you can expect we
will cover at least 15 lines of Sanskrit in a period, probably fewer at the
beginning and more towards the end. In the remaining time, we will work
through additional passages as a group effort, go over new parts of the
grammar, review those already covered, and clear up any grammatically
tricky parts of the reading from previous days

Readings: We will work from Charles Lanman's *Sanskrit Reader*, starting with the
Nala story from the Mahabharata. We will then do some translations from
the *Hitopadesa* and the *Kathasaritsagara*, also in Lanman. Time and
interest permitting, we will finish with some portions from the *Bhagavad
Gita* or some other text (text to be provided--students will be asked for \$3
to cover the cost of this (and other course-related) xeroxing, as needed).

Assigned Work: 1. Weekly Homework assignments, mainly consisting of polished
translations of **TWO** verses (or the equivalent number of lines) from our
current reading, to be turned in each Monday in class, as well as
some grammar-oriented assignments **10% of final grade**
2. Class participation — since one of the main ways we will spend our class

time is translating assigned readings, with each student taking a portion in turn, it is essential that everyone come prepared to translate in class and take part in the class's efforts at translating **30 % of final grade**

3. Midterm Exam — an open-book, open-note, take-home exam to be given out on Friday 2/0 (and due in class on Monday 2/3). The focus of the midterm will be on translation and grammar. **30 % of final grade**
4. Final Exam — an open-book, open-note, take-home exam to be given out on Friday March 10 (and to be turned in by 3:00PM on Tuesday March 14). The focus of the final will be (as always) on translation and grammar. **30 % of final grade**

Academic Misconduct: To state the obvious, academic dishonesty is not allowed. Cheating on tests or on other assignments will be reported to the University Committee on Academic Misconduct. The most common form of misconduct is plagiarism (the representation of someone else's ideas or words as your own, without attribution). It is critical to recognize that any time you use the ideas or the materials of another person or persons, you must acknowledge that you have done so in a citation. This includes material that you have found on the Web. The University provides guidelines for research on the Web at <http://gateway.lib.ohio-state.edu/tutor/>.

Students with Disabilities: Students who need an accommodation based on the impact of a disability should contact the instructor to arrange an appointment as soon as possible to discuss the course format, to anticipate needs, and to explore potential accommodations. The Office of Disability Services will be called in for assistance in verifying the need for accommodations and developing accommodation strategies. Students who have not previously contacted the Office for Disability Services are encouraged to do so (614-292-3307; www.ods.ohio-state.edu).

18 R Prejudice & discrimination

23 T Identity,
personal 8, 9

25 R Identity, social

30 T Review for final
10, 11

Graduating seniors exam,

details to be arranged

Jun 1 R
Conclusions

Family

18 T Dating, marriage and
divorce 4

20 R Work

25 T Review for
midterm

27 R MIDTERM EXAM

May 2 T Glass
Ceiling 5

4 R Education

Social Processes

9 T Social
interaction 6

11 R Stereotypes

16 T

Media 7

WEEK OF:

READ

Kitano & Daniels

Background to understanding Asian America

Mar	28 T	Class	
organization			1

30 R	Early History of Asian America	
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Apr	4 T		
Exclusion			2

	6 R		
Liberalization			3

	11 T	Current	
standings			12, 13

Social Institutions

13 R

3. Lecture quizzes cover the material for the week. Typically, they consist of five true false questions. They will begin the third week of the quarter.
4. *There are no makeup exams or makeup lecture quizzes.*

Course Grade:

Derived from a curve based on total points.

<u>Percent of Total Points</u>	<u>Course Grade</u>
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This is approximate. I do not always use all of the plus and minus range of grades.

90 - 100 %	A, A-
80 89 %	B-, B, B+
60 79 %	C-, C, C+
< = 59 %	D, E

Evaluation

The exams are weighted as follows

- | | | |
|----|---|-----|
| 1. | Midterm Exam | 30% |
| 2. | Final (comprehensive) | 40 |
| 3. | Total of five unannounced lecture quizzes | 20 |
| 4. | Total of attendance | 10 |

Attendance Policy

Attendance Required. Beginning the third week of the quarter an attendance sheet will be passed out. You are responsible for signing the sheet before I pick it up. You receive credit each time you attend, which counts a total of 10% toward your final course grade. *There are no excused absences.*

Examinations

1. Covers lectures and readings about equally. About 50 points for the mid-term and 70 for the final.
2. The final consists of two parts: *a)* the material from the second exam to the end of the quarter; and *b)* a comprehensive section covering previous material. Covers all material.

This syllabus and the other materials passed out in this course are available in alternative format upon request. Please contact the Sociology Department with your requests. Students are responsible for making their needs known and seeking assistance in a timely manner.

Sociology of Asian American Life

Time & Place: Tue, Thur: 11:30 am - 1:18 pm, MP 2019

Instructor: Robert M. Jlobu

324 Bricker Hall, 292-8766 (W) 486-5050 (H)

Hours: After class, Tue, Thr., 10:30 am, appointment

Texts

• Kitano and Daniels, *Asian Americans: Emerging Minorities*.

Prentice Hall. Third edition.

Course Objectives

This course provides students with an introduction to Asian American life from a sociological perspective. More specifically, the course has the following objectives:

- To acquaint students with the historical background to Asian immigration, and the consequences of immigration.
- To sociologically evaluate the commonly held conceptions and misconceptions about Asian Americans.
- To analyze sociological theories of racial-ethnic accommodation as applied to Asian Americans. This includes formal theories as well as empirical data.

Women and Islam: History, Politics, and Culture [WS H296]

MW 3:30-5:15

Room: UH 0151

Dr. Mytheli Sreenivas

Office: 222 Dulles Hall

E-mail: sreenivas.2@osu.edu

Phone: 247-8057

Office hours: MW 10-11:30 and by appointment

DESCRIPTION OF COURSE

This course examines women and gender in Islamic societies from historical, political, and cultural perspectives. Beginning with a brief overview of pre-modern societies, we will focus on the 19th and 20th centuries. Our geographical scope spans the Middle East, South Asia, Europe, and the Americas. Topics include: women's roles in production and reproduction, representations of Muslim women by Muslims and non-Muslims, and the development of feminist, nationalist, and Islamist movements.

Throughout the course, we will also interrogate our own categories of analysis. What makes a particular society "Islamic" and is this the best way to define our topic? Is there a necessary connection, as some have claimed, between Islam and women's oppression? How does our position in the U.S. shape our understanding of Muslim women? How do culture and politics come together to shape women's roles and rights?

COURSE TEXTS

1. Leila Ahmed, *Women and Gender in Islam: The Historical Roots of a Modern Debate* (New Haven: Yale University Press, 1993).
2. Margot Badran and Miriam Cooke, eds. *Opening the Gates: An Anthology of Arab Feminist Writing* (Indiana University Press, 2004, 2nd edition).
3. Fawzia Afzal-Khan, ed. *Shattering the Stereotypes: Muslim Women Speak Out* (Olive Branch Press, 2005).
4. Rokeya Sakhawat Hossain, *Sultana's Dream: A Feminist Utopia* (Feminist Press, 1988).
5. Nawal el Saadawi, *Woman at Point Zero* (Zed Press, 1997).
6. Additional readings will be made available to students via the library's system of electronic reserve (marked ER on the syllabus).

SCHEDULE OF READING AND ASSIGNMENTS

September 21 (W)

Introduction

Early Islam and Women

September 26 (M)

Leila Ahmed, "Women and the Rise of Islam," (ch. 3)

Mohja Kahf, "Muslim Women Rule and other little known facts," in *Shattering the Stereotypes*, pp. 179-183.

Assignment: Select an image or article in the popular press about Muslim women, and write a one-paragraph description/analysis of it. How does it represent Muslim women? Do you think it reinforces existing stereotypes and/or challenges them? We will discuss the image/article in class to begin thinking about Western representations of Islam. ** If possible, please bring the image/article to class **

September 28 (W)

Ahmed, "The Transitional Age," (ch. 4), and "Elaboration of the Founding Discourses," (ch. 5)

October 3 (M)

Ahmed, "Medieval Islam," (ch. 6)

Arabian Nights: <http://www.arabiannights.org/index2.html> [selections: Chapter 1 (Prologue); Chapter 28 "Aladdin and the Wonderful Lamp) in the Lang translation.]

Orientalism, Imperialism, and Gender

October 5 (W)

Edward Said, *Orientalism* (1978) [selections, ER]

Assignment: View several of the paintings at <http://www.orientalist-art.org.uk/index.html> How do these painters represent Islamic societies and women? Do you think Edward Said would call these paintings 'orientalist'? Why or why not? Select one of the paintings and write a one-paragraph description/analysis of it.

Film: (screened in class): *Hollywood Harems*

October 10 (M)

Ahmed, "Social and Intellectual Change," (ch. 7)

Aisha Ismat al-Taimuriya, "The Results of Circumstances in Words and Deeds," and "Family Reform comes only through the education of girls," in *Opening the Gates*, pp. 125-133.

RESPONSE PAPER #1 DUE

October 12 (W)

Ahmed, "The Discourse of the Veil" (ch. 8)

Nazira Zain al-Din, "Unveiling and Veiling: On the Liberation of Women and Social Renewal in the Islamic World," in *Opening the Gates*, 272-276.

Feminism and Modernity in Islamic Societies

October 17 (M)

Rokeya Sakhawat Hossain, *Sultana's Dream*

Film: (screened in class): *Covered*

October 19 (W)

Ahmed, "The First Feminists," (ch. 9)

Huda Sharaawi, "Pan-Arab Feminism," in *Opening the Gates*, pp. 337-340.

Bahithat al-Badiya, "Bad Deeds of Men: Injustice," and "A Lecture in the Club of the Umma Party," in *Opening the Gates*, 134-136; 227-238.

Nabawiya Musa, "The Difference between men and women and their capacities for work," in *Opening the Gates*, ed. pp. 257-258; 263-269.

October 24 (M)

Nawal el-Saadawi, *Woman at Point Zero*
October 26 (W)
Nawal el-Saadawi, *Woman at Point Zero*
Film: (screened in class): *Beyond Borders*

Feminism and Nationalism

October 31 (M)
Tamar Mayer, ed. "Women and the Israeli Occupation: The Context," in *Women and the Israeli Occupation: The politics of change* (1994). ER
Orayb Aref Najjar, *Portraits of Palestinian Women*, narrative of Umm Ibrahim Shawabkeh. ER
November 2 (W)
Ebba Augustin, ed. "Developments in the Palestinian Women's Movement During the Intifadeh." ER
Rabab Abdulhadi, "Where is Home? Fragmented Lives, Border Crossings, and the Politics of Exile," in *Shattering the Stereotypes*, 71-83.
Nathalie Handal, "Detained," in *Shattering the Stereotypes*, 103-104.
RESPONSE PAPER #2 DUE

Globalization, Islamization, and Women's Lives

November 7 (M)
Sharon Smith, "Using Women's Rights to sell Washington's War," in *International Socialist Review* (2002). Available at:
http://www.isreview.org/issues/21/afghan_women.shtml
Documents about the U.S. intervention and the position of women in Afghanistan, available at the website of the Revolutionary Association of Women in Afghanistan. Available at: <http://www.rawa.org>
Assignment: Select one document from the RAWA website and write a one-paragraph summary and analysis of the text. Be prepared to discuss your document in class.
November 9 (W)
Film: *Afghanistan Unveiled* (screened in class, followed by discussion)
November 14 (M)
Nadia Ali Maiwandi, "9/11 and the Afghan-American Community," in *Shattering the Stereotypes*, 29-32
Bina Sharif, "An Afghan Woman," in *Shattering the Stereotypes*, 246-253.
November 16 (W)
We will not hold our regular class meeting. Instead, all students are required to attend at least one session of the conference, "Afghan Women Speak! Conflict Mitigation and Social Reconstruction," held at OSU from 11/16-11/19. I will give you more details about registration and procedures as we get closer to the conference.
November 21 (M)
Discussion of "Afghan Women Speak!"
Documents from the website of the Organization of Women's Freedom in Iraq, available at their website: <http://www.equalityiniraq.com/>
November 23 (W)

Documents from the website of the Organization of Women's Freedom in Iraq,
available at their website: <http://www.equalityiniraq.com/>
RESPONSE PAPER #3 DUE

Muslim Diasporas after 9/11

November 28 (M)

- Suheir Hammad, "first writing since," in *Shattering the Stereotypes*, 90-94
Mohja Kahf, "Little Mosque Poems," in *Shattering the Stereotypes*, 116-123
Nadirah Z. Sabir, "The Adventures of a Muslim Woman in Atlanta," in *Shattering the Stereotypes*, 127-141

November 30 (W)

- Azizah al-Hibri, "Muslim Women's Rights in the Global Village: Challenges and Opportunities," in *Shattering the Stereotypes*, 158-178
Fawzia Afzal-Khan, "Unholy Alliances: Zionism, U.S. Imperialism, and Islamic Fundamentalism," in *Shattering the Stereotypes*, 20-28

COURSE EXPECTATIONS AND GRADES

Your final grade for the course will be based on the following three components:

1. Response papers: (15% each) I will assign three response papers during the quarter, each of which will require that you address questions related to the course readings. Each paper will be 3-4 pages, and no outside research is required.
2. Take-home final exam: (35%) For the final exam, I will ask you to discuss the main themes arising from our readings and class discussion over the course of the quarter. The exam will be due on the university-scheduled final exam date. Students may choose to substitute a research paper for the final exam. We will discuss this option in class.
3. Class participation: (20%) this is a discussion based course, so please be prepared to raise questions about the course material and to participate actively in discussion. Students are expected to attend all class sessions and to arrive on time. Students absent from more than two classes may receive a grade penalty. Your grades on short assignments and any quizzes will be included in the participation grade.

COURSE POLICIES

1. Academic Integrity: Plagiarism is the representation of another's work or ideas as one's own. It includes the unacknowledged word for word use and/or paraphrasing of another person's work, and/or the inappropriate unacknowledged use of another person's ideas. All cases of suspected plagiarism, in accordance with university rules, will be reported to the Committee on Academic Misconduct.
2. Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at 614-292-3307 in room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

3. **Class Cancellation Policy:** In the unlikely event of class cancellation due to emergency, I will contact you via e-mail and request that a note be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.