

Attention!

This is a representative syllabus. The syllabus for the course you are enrolled in will likely be different.

Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

NELC/COMP 2220
Introduction to South Asia

Instructor:
Office:
Office Hours:
Email:

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

This course is intended to satisfy the GE requirements for Category 2. Breadth: Section C. Arts and Humanities (3) Cultures and Ideas; and for Category 4. Diversity: (2) International Issues: Non-Western or Global

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, discussions and debates, and creative cultural events.

Books

The readings for this course will primarily come from the following books:

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

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

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

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

Stein, Burton. A history of India. Blackwell publishers Ltd., 2010

Graded Assignments:

Editorial (2)	100 points	20%
Note taking (1)	50 points	10%
In class quizzes (10)	100 points	20%
Presentation (1)	100 points	20%
Mind maps (2)	50 points	10%
Final exam	100 points	20%

Please check assignment and class schedule to check when assignment are due.

Grading scale:

A (94-100) A- (90-93) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

Explanation of assignments:

In class quiz

There will be ten short answer quizzes in the course of the semester. Quizzes will have five to ten short answer questions. Quizzes will be 10 points each and every quiz will be counted towards the final grade.

Mind maps

Each student will be required to come up with a mind map of two central concept discussed in class. We will practice making mind maps in class.

Note taking

Two or three students will be assigned to take notes during every class. See page 5-6 for more instructions on note taking and the note taking grading rubric.

Editorial

Students will write two editorials in the course of the semester. We will discuss how to write the editorial in class and will practice in class.

Presentation

This presentation is meant to make the students explore any one topic related to the class discussion in some depth. Students (in groups of two or three) will be required to prepare a handout on two or

three readings (each member of a group should have a reading, each reading should be at least 20 pages long to be counted as a reading and not as supplemental material) other than, but related to, the course assigned readings. The readings should be from peer reviewed journals or a book chapter. You can use additional web based material for your presentation but your primary source has to be journal articles or books or both. **You must get the material you are presenting approved by me. It is your responsibility to get in touch with me at least a week before your presentation to get your presentation material approved.**

These are the aspects that your group presentation should have:

1. Clear explanation of why you chose the readings
2. What is the central argument of each reading?
3. What did the authors do to arrive at the central argument in other words what was the methodology?
4. How are the readings related to each other
5. How are the readings related to the class material or the general goals of the class
6. What was believable about the readings? What did the readings lack? How could they be improved?

The handout that you prepare should include a short summary of the readings, opinion statements, discussion questions, and other material that was looked up on that topic. You are encouraged to supplement your handout with audio-visual or web based material you may have consulted. Please keep in mind that this is a group activity and you will be working with two other students. One of the points of this exercise is to make you look at different perspectives or research on similar topics. Given this, a group cannot work with only one source (a book, for example). You have to use two or three different sources.

The presentation should be 10-15 minutes long. Up to five additional minutes will be devoted to the discussion of the presentation material. Here is the grading rubric for the class presentation:

Class presentation components	Points
Clear explanation of why you chose the readings	0-10
What is the central argument of each reading? Clearly explain the central argument. Remember than an argument is something that one can agree or disagree with	0-30
What did the authors do to arrive at the central argument, in other words, what was the methodology?	0-10
How are the readings related to each other	0-10
How are the readings related to the class material or the general goals of the class	0-10
Discussion: Quality of discussion questions (relevance to topic and class), preparedness to encourage discussion and answer questions about the topic	0-10
What was believable about the readings? What did the readings lack? How could they be improved?	0-10
Submitting everything on time	0-10

Final Exam

Final exam will be a take home exam with short answer question. We will talk more about the final exam in class

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. 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. If you miss an assignment without informing me, and without a valid excuse, your assignment will not be graded.

Academic misconduct statement: 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](#).

Disability statement: 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.

Part I History

Week 1	January 11	Introduction, Student survey of interest, South Asian geography, countries, landscape, cities. South Asia , Pages 1-13
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Week 2	January 18	MLK Jr Day. No class
Week 3	January 25	<u>Modern South Asia</u> , Pages 8-77
Week 4	February 1	<u>History of India</u> , Pages 319-367
Week 5	February 8	<u>Modern South Asia</u> , Pages 159-204
Part II	Politics and International relations	
Week 6	February 15	<u>South Asia in world politics</u> , Pages 11-112
Week 7	February 22	Democracy and elections in South Asia
Part III	South Asian Religions: Hinduism, Islam, Buddhism, Jainism, Sikhism, and others	
Week 8	February 29	<u>Religions of South Asia</u> , Pages 1-8, 15-27, 57-82, 201-246
Week 9	March 7	<u>A.K. Ramanujan. Many Ramayanas, Hindu Gods and Us</u>
Week 10	March 14	No classes. Spring break
Part IV	Gender, class and caste in South Asia	
Week 11	March 21	<i>Son preference</i>
Week 12	March 28	Ahmar, 62-77, Everyday life in South Asia, 214-228
Part V	Conflicts and their impact	
Week 13	April 4	<u>Charred Lullabies</u>
Week 14	April 11	<u>Sen, 238-253</u>
Part VI	South Asia and globalization	
Week 15	April 18	International relations of Asia, Pages 150-169 <u>South Asia</u> , Pages 125-156 <u>Modern South Asia</u> , Pages 182-206
Week 16	April 25	Wrapping up

General style guidelines for presentations

1. Do not over crowd your slides if you choose to give a power point presentation. Information on the slides should be presented such that the audience is not expected to read the slide for more that 20-30 seconds.
2. Try not to read what is on the slide or on the handout. Build your presentation around the information on the slide or handout.
3. Do not look down during your presentation. Engage your audience. If making eye contact with people makes you nervous, look over the heads of your audience.
4. Try to minimize the amount of pauses
5. Sound and act confident even if you are nervous. No one tell the difference!

Note taking instructions

Divide notes by presentation type: Ila, newscast, in-class presentation.

What was discussed?

Why was it deemed important?

What discussion questions were raised?

What conclusions, if any, were arrived at?

Who were the relevant people discussed?

What were the achievements made by these people?

Why are these achievements relevant today? What stood out in class?

Note taking grading rubric

Attention to the eight points discussed above	25
Combing notes and sending a cohesive document to Ila by noon on the following Tuesday	15
Sending ten short answer questions along with notes by noon on the following Tuesday	10