

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 3620

The Ohio State University

Instructor:

Graduate Teaching Assistant:

Office:

Office hours:

Course website: www.carmen.osu.edu

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

Course Description: Introduction to the cultural diversity of South Asia through the study of everyday life practices.

The cultural wealth and diversity of South Asia (India, Pakistan, Nepal, Bangladesh, Sri Lanka) mainly comes to the attention of the American public in the form of brief news reports on sectarian and other violence or interruptions of national and international political processes. This course is designed for those who want to know more about how the people of this ethnically, culturally, religiously, and professionally diverse and important region experience, manage, and find meaning in their everyday lives. Anthropologists, historians, folklorists, and scholars of religion, media and cultural studies all contribute different insights on this subject. The broad-ranging readings for this course will be balanced with readings on history, politics, and religion. By the end of this course, students will be familiar with a general picture of South Asian societies and cultures.

Tests, exams, and grades

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|-----------------------------------|------------|-----|
| Newscast | 50 points | 10% |
| Video presentation | 50 points | 10% |
| Short responses (x 6) | 90 points | 18% |
| Comments on short responses (x 6) | 60 points | 12% |
| Participation | 50 points | 10% |
| Midterm | 75 points | 15% |
| Final paper plan | 25 points | 5% |
| Final paper | 100 points | 20% |

Moments of sunshine **extra credit** up to 10 points

Description of assignments

Short response

A weekly short written response posted to Carmen, discussing and critiquing readings assigned any given week. The response should be 300-500 words long and should not

just summarize the reading but provide a thoughtful critique and discussion of the reading. Everyone's postings will be accessible for everyone else to read; please take a look at what your classmates had to say before class.

Comment on short response

A weekly 50-100 word comment on one of the short responses.

IT IS IMPARATIVE THAT YOU CHECK THE SCHEDULE FOR WHEN YOU ARE EXPECTED TO POST A SHORT RESPONSE AND WHEN YOU ARE EXPECTED TO POST A COMMENT ON SOMEONE ELSE'S SHORT RESPONSE. CHECK THE SCHEDULE OFTEN AND ASK US IF YOU HAVE QUESTIONS.

Newscast

Three people will be assigned to discuss an editorial related to important news from South Asia. Students may choose various sources (such as the South Asia section of bbc.com) to keep informed. Here is the grading rubric for the newscast:

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| Connecting the news piece to the topics discussed in class or providing a well thought out reason for why the news piece was chosen | 0-10 |
| Effective use of verbal and non-verbal techniques (see notes on page 8) | 0-5 |
| Raising two thought provoking questions related to the news piece | 0-10 |
| Providing ample background information for the class so the news piece can be contextualized for the audience | 0-20 |
| Providing a 300-500 word explanation of how tasks were divided among group members and what resources were used | 5 |

Video presentation

In groups of three or four, students will be asked to record a video in which they are in character as someone we have read about in class or as someone discussing topics relevant to what we have read in class. The group will meet with Ila at least a week before the video presentation to discuss the topic and the details of the presentation. While preparing for the video presentation, do remember that this assignment is not about information, it is about knowledge. Here is the grading rubric for the video presentation:

| | |
|-------------------------------------------------------------------------------------------------|------|
| Choice of topic and layout of presentation preapproved by instructor a week before presentation | 0-10 |
| Structure of presentation | 0-5 |
| Arguments presented and explanation of relevance | 0-20 |
| Presentation of the side devil's advocate would take | 0-10 |

| | |
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| Discussion questions and discussion of these questions | 0-5 |
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Participation

Regular attendance and VOCAL, PREPARED participation in class discussions is imperative. Attendance is taken daily. Each student has one absence as a “freebie,” other absences must be for instructor-approved reasons in order to avoid losing credit.

Midterm exam **In class on 03/04**

Final paper plan **Due in class on April 3rd**

Final paper **Due by 5.00pm on 4/29**

Extra credit assignment (10 points)

In talking about South Asia, it is very easy to get caught up in the negative. For this assignment you have to find information regarding people or organizations that are making positive changes in the region. These changes can be in any field: art, medicine, economy, education etc. Please inform me at least 24 hours in advance if you are planning on making a ‘Moment of sunshine’ presentation.

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 about 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/>

Academic Misconduct

All work submitted for credit in this class must be the student’s own work. It is the responsibility of the Committee on Academic Misconduct to investigate 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 are required to 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

Required Reading:

- Week 4 02/04 Dirks, Nicholas (2001). *Castes of mind: Colonialism and the making of modern India*. Princeton University Press, Princeton, New Jersey. (63-81, 149-173)
- 02/06 Metcalf, Barbara (2005). Hindu Ethnonationalism, Muslim Jihad, and Secularism: Muslims in the Political Life of the Republic of India. In Rafiq Dossani and Henry Rowen Eds. *Prospects of peace in South Asia*. Stanford University Press. *Stanford*. 215-239
- Week 5 02/11 Parish, Steven (2002). God Chariots in a garden of castes. In Daine Mines and Sarah Lamb (eds.) *Everyday Life in South Asia*. Indiana University Press. 174-190
- 02/13 Wilce, Jim (2002). Tunes Rising from souls and other narcissistic prayers: Contested realms in Bangladesh. In Daine Mines and Sarah Lamb (eds.) *Everyday Life in South Asia*. Indiana University Press. 289-303
- Week 6 02/18 Knipe, David (2008). Feeding the dead in Hinduism. *Indian Folklore Research Journal*, Vol.5, No.8, 27-45
- 02/20 Kirin Narayan, "Heaven and Hell," from *Storytellers, Saints and Scoundrels: Folk Narrative in Hindu Religious Teaching*, 189-207.

Politics

- Week 7 02/25 Ahmed, Akbar (1986). *Pakistan Society: Islam, ethnicity and leadership in South Asia*. Oxford University Press. 133-156
- 02/27 Mitu Sengupta (2012). Anna Hazare and the idea of Gandhi. *Journal Of South Asian Studies*, 71, 593-601
Review day

Week 8 03/04 **MIDTERM EXAM**

 03/06 Multilingualism in South Asia. Reading TBA

Culture

- Week 9 03/11 Ray, Raka & Qayum, Seemin (2009). *Cultures of Servitude*. Stanford University Press. Stanford, California. (119-145)

03/13 Shukla, Pravina (2008). Evaluating Saris: Social Tension and Aesthetic Complexity in the Textile of Modern India, *Western Folklore*, Vol. 67, 2/3, 163-178

Week 10 **SPRING BREAK**

Week 11 03/25 A.K. Ramanujan, *Folktales from India*, pp. 123-124 ("Other Lives"); pp. 273-274 ("A Qazi with a Long Beard" and "The Priest Who Could See as Far as Mecca"); pp. 299-305 ("A Contest of Lies"); pp.319-320 ("The Tiger-Makers").

03/27 Wahab, Saima (2012). *In my father's country*. Random House Inc. New York (1-71)

Gender

Week 12 04/01 P.S. Kanaka Durga, "Transformation of Gender Roles: Converging Identities in Personal and Poetic Narratives," in L. Prasad et al., eds, *Gender and Story in South India*, SUNY Press, 2006, pp. 87-140.

04/03 K.V.S. Lakshmi Narasamamba, "Voiced Worlds: Heroines and Healers in Muslim Women's Narratives," in L. Prasad et al eds, *Gender and Story in South India*, pp. 67-86.

Week 13 04/08 Reddy, Gayatri (2005). *With respect to Sex: Negotiating Hijra identity in Southern India*. University of Chicago Press. Chicago and London. (17-121)

04/10 Reddy, Gayatri (2005). *With respect to Sex: Negotiating Hijra identity in Southern India*. University of Chicago Press. Chicago and London. (17-121)

Environment

Week 14 04/15 Baviskar, Amita (1995). *In the belly of the river: Tribal Conflicts over development in the Narmada Valley*. Oxford University Press. (160-245)

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| | 04/17 | Boo, Katherine (2012). <i>Behind the beautiful forevers: Life, death and hope in a Mumbai undercity</i> . Random House, New York |
| Week 15 | 04/22 | Boo, Katherine (2012). <i>Behind the beautiful forevers: Life, death and hope in a Mumbai undercity</i> . Random House, New York |
| | 04/24 | Review + final paper discussion + mini class party |
| Week 16 | 4/29 | Final paper due by 5.00pm |