



# Course Outline

## ASAN 320I South Asia

### ASIAN NATION STUDIES: SOUTH ASIA, ASAN 320I

Summer 2020

#### CLASS INFORMATION

Online on Lulima

#### INSTRUCTOR INFORMATION

**Instructor:** Dr. Anna Stirr

**Office:** Moore Hall 409

**Office Hours:** By Appointment (please email me to schedule a meeting, or we can simply discuss things over email)

**E-mail:** stirr@hawaii.edu

#### SYLLABUS CHANGE POLICY:

Information contained in the course syllabus may be subject to change with reasonable advance notice, as deemed appropriate by the instructor. Updates to the syllabus will be communicated via Lulima and email.

#### About This Course

This course focuses on modern, postcolonial South Asia. First, we get our geographic and historical bearings, and begin to examine the nature of the postcolonial nation-states in South Asia. The course addresses social identity, difference, and inequalities on the basis of gender, caste, ethnicity, and religious divisions, and their relation to nationalisms and political economy today. We attempt to make sense of the histories of social divisions and their current manifestations, and how different groups continue to change and challenge the significance of social hierarchies since independence from colonial rule. Our final section looks at global flows in and through South Asia, examining persistent contradictions between economic growth and poverty, and the increasingly globalized ways in which South Asians address these problems from the state level to the level of the home. Throughout the course we will pay attention to current events in South Asia and incorporate them into our class discussions.

## Course Learning Outcomes

After successfully completing this course, you will be able to:

- Explain a variety of disciplinary perspectives on South Asia
- Identify South Asian nations, and important regions within nations, on a map
- Explain basic knowledge of each nation and its importance within the region
- Explain the major issues affecting the region—historical, geopolitical, economic, environmental, sociocultural
- Interpret recent events in South Asia with appropriate cultural knowledge and historical understanding
- Analyze complex social and political issues in South Asia by drawing connections between issues discussed in class, and current events

## Course Format

This course consists of 5 weeks over the Summer Session II, in July and August 2020. There will be one optional synchronous meeting per week, on Fridays. All modules are available at once, so you can complete work early if you wish. Due dates and times are fixed in Hawaii Standard Time. Grades and feedback will be posted within a week of assignment submission.

## Academic Prerequisites

- None

## Required Materials

- This is a no-textbook-cost course. All materials are available on Lualima.
- Hardware: Access to computer and high-speed internet connection.
- Software: The class is on [Lualima/Sakai](#) which is optimized for [Firefox](#) browser and works fine in Safari and Chrome, but does not work well in Microsoft browsers. To write papers you will need a word processing program such as [Microsoft Word](#), Pages, or Google Docs. To read the PDFs of readings you will need a PDF reader such as [Adobe Reader](#).

## Textbooks

- Content for this course includes sections of the following textbooks, either available through the UH Manoa Library online, or available on our Lualima site in the Resources folder:
  - Wadley, Susan, ed. 2014. *South Asia In The World: An Introduction*. Armonk, NY: M.E. Sharpe. (Chapters available in our Lualima resources folder).
  - Guneratne, Arjun, and Anita M. Weiss, eds. 2014. *Pathways to Power: The Domestic Politics of South Asia*. Lanham, MD: Rowman and Littlefield. (ebook available from UH Manoa Library)
  - Mines, Diane P. and Sarah Lamb, eds. 2010. *Everyday Life in South Asia*. 2<sup>nd</sup> Edition. Bloomington, IN: Indiana University Press. (ebook available from UH Manoa Library; please make sure to read the 2010 edition)

**Optional Materials**

- Some optional films not owned by UH or available for free can be found on streaming services such as Netflix and Amazon.

**Course Policies**

- **Communication**

**Participating in our Learning Community**

Our learning community is online, and civil discourse is a necessity for a successful learning environment. You are expected to be polite and respectful, and to base your posts on the course materials and/or the related resources that you find, making sure to justify any claims with clearly cited references (you can link to the references or just cite the author’s name and page number). Please see the section on “Netiquette” below.

**Contacting the Instructor**

Please contact me at my UH email, [stirr@hawaii.edu](mailto:stirr@hawaii.edu). All efforts will be made to answer emails within 48 hours.

**Attendance & Grading**

**Attendance/Participation**

This is an online class, so your participation in discussions is important to creating a learning environment that includes dialog and exchange of ideas. Please remember to post your questions, and if you can’t make the optional Zoom meeting, it would be great if you could post responses to others in both the Questions and the Related Resources Assignment forums.

**Evaluation and Feedback**

All attempts will be made to provide grades and feedback within one week of assignment submission.

- Please note that as per the student code of conduct all work must be your own, and the work of others must be properly referenced. Assignments found to contain plagiarism will receive a grade of 0; repeat plagiarism will result in disciplinary action.

**Late Work**

Late work is not accepted in this class. All modules open at the beginning of the session, so you may complete work early if you wish to shape this class around your schedule. All work is due August 12; no exceptions.

- **Final Grade**

You will receive a letter grade based on the following scale:

<b>A</b>	90-100%
<b>B</b>	80-89%

<b>C</b>	70-79%
<b>D</b>	60-69%
<b>F</b>	0-59%

### Grade Composition

<b>(A)</b> Related Resources Posts	50%
<b>(B)</b> Small Assignments—Questions, Introduction, Viewing Guide	20%
<b>(C)</b> Final Paper	30%

# Course Schedule

### Course Schedule

#### Week 1: Colonial History and Modern Nation-States in South Asia

- 7/10: Introduction Post Due
- 7/10: Week 1 Questions Due
- 7/10: Optional Zoom meeting, 10:00 am HST
- 7/12: Video viewing guide due
- 7/12: Related resource post due

#### Week 2: Religion and Nationalisms

- 7/17: Week 2 Questions due
- 7/17: Optional Zoom meeting, 10:00 am HST
- 7/19: Related resource post due

#### Week 3: Intersecting Identities

- 7/24: Week 3 Questions due
- 7/24: Optional Zoom meeting, 10:00 am HST
- 7/26: Related resource post due

#### Week 4: Gender, Sexuality, and Social Reproduction

- 7/31: Week 4 Questions due

- 7/31: Optional Zoom meeting, 10:00 am HST
- 8/2: Related resource post due

**Week 5: Globalization and Political Economy**

- 8/7: Week 5 Questions due
- 8/7: Optional Zoom meeting, 10:00 am HST
- 8/9: Related resource post due

**Week 6: Final Paper**

- 8/12: Final Paper due

## Assignments in Detail

**Assignments in Detail:****Related Resources Posts (one per week, in Forums, 10 points each)**

Please search the internet for a contemporary resource that helps shed light on one of the topics discussed this week. This could be a recent long-form news article (from January 2020 on), an up-to-date website, an up-to-date database, or a short video news report or documentary addressing one of the topics in this module. I'm not looking for academic articles for this assignment because I want us to look at recent media discourse.

Post a link to the resource.

Inform us about why and how it is useful and important:

1) What South Asian country or countries is it about?

2) Briefly summarize its theme as if you were writing an abstract.

- State the argument (if there is one) and the claim for significance (even if there is no main argument, or there are many arguments, in the resource, you can probably still say how the resource is trying to be significant)
- Reveal the most valuable findings/information
- Briefly state the methods
- Note any aspects of bias and/or author's/researcher's positionality that we should be aware of

(not necessarily in that order, but all of those ingredients should be in your summary)

**Small Assignments**

Self-introduction post (5 points, week 1)

Weekly Questions (2 points each week)

Video viewing guide for *The Story of India: Freedom* (17 points, week 1)

## Final Paper

This final paper serves as your final exam.

For your final paper, please develop your own thesis that a) answers one or more of the questions for the weeks of the course or b) answers your own questions, inspired by these questions, and related to the topics listed below, and support it with evidence from the course materials and from the current online media about South Asia (any reputable news source is okay, but you'll want to rely on in-depth long-form articles and/or documentaries, so please choose those rather than short news reports that tell you little about your chosen issue). **Please rely on the course materials for historical background and framing for the issue that you choose to address. The current media articles or documentaries (ideally, 3 articles, but it depends on the type of source you're using) should provide in-depth examples of how this issue is important today.**

The paper should be 750-1000 words, not counting the bibliography. Your paper must have a thesis and support that thesis with evidence, leading to a conclusion. It must draw on the readings, other assigned materials, and lectures from class. Each source must be cited properly in APA, MLA, or Chicago style. Use the one you are most comfortable with; use a citation manager like Zotero or the built-in References function in Microsoft Word to integrate your citations into your paper smoothly. Zotero is available [here](#) and has extensions to use with Word, Pages, or Google Docs, and in your browsers to save citations instantly.

As stated below regarding the UH Student Code of Conduct, your work must be your own. Assignments found to contain plagiarism will receive a grade of 0; repeat plagiarism will result in disciplinary action.

## Paper Topic Ideas

- British Colonization and Indian Resistance
- Independence and Partition of India and Pakistan
- The importance and the limits of nation-states in South Asia today
- Language and Nationalism (in general in South Asia, or in a particular nation)
- Religion and Nationalism (in general in South Asia, or in a particular nation)
- The Joint Family
- Education and Gender
- Marriage in Rural and Urban India
- Urban, Cosmopolitan Youth and Masculinity in Nepal
- Transgender Life Experiences in Pakistan and India
- Intersectional aspects of social differences: caste, class, community, regional identity, religion, language, gender
- Political economy of social inertia: why do some people want to maintain the status quo?
- Social movements and social change
- Frameworks for change: Human Rights, Development, Security, Politics and Policy

- Defining globalization; globalization from the perspective of South Asia
- Globalization, media, and technology
- Cultural exchanges and global circulation of South Asian cultural forms
- Labor issues linking South Asia and the global economy

Environmental and climate change issues in South Asia

# Program Information and Resources

## Program Information

The Asian Studies undergraduate program provides the student with a broad interdisciplinary approach to Asian national and cultures. Upon receiving an area studies degree, the student should have the following skills:

- Students possess basic skills in at least 1 Asian language. Demonstrate college-level fluency in reading, writing, speaking at basic and intermediate levels.
- Students can demonstrate a basic understanding of the interrelationship of economy, politics, literature, religion, the arts, history of Asian countries.
- Demonstrate an understanding of major themes in Asian history and cultural development.
- Be able to explain how Asian Studies is constituted in the West.
- Be able to explain the ways in which global forces have interacted with the Asian regional context in shaping the character and course of societies in Asia today.
- Students can demonstrate an advanced understanding of two Asian countries or regions (example Southeast Asia)
- Be able to explain Asian world views
- Be able to explain intra-Asian as well as West vs Asia differences
- Be able to analyze and interpret specific issues in research projects
- Be able to find and evaluate sources of information about Asia
- Be able to use the library to find appropriate sources of information for a research project
- Be able to evaluate the probable quality sources found on the web
- Be able to conduct research and communicate research findings
- Be able to outline, organize and present a research project
- Be able to design and deliver a presentation that communicates key findings of their research
- Gain a greater appreciation of the variety of human experience.

- Become open to different and creative ways of seeing the world.
- Develop a spirit of inquiry so that received mainstream knowledge is never accepted uncritically.

### Student Handbook

There is no undergraduate student handbook, and undergraduate students can find out necessary information about the Asian Studies program, major, and minor on the [Undergraduate Academics section of the Asian Studies website](#).

Link to the Graduate Student Handbook:

[UH Manoa Asian Studies Program Graduate Student Handbook 2019-2020](#)

### Institutional Information

#### Institutional Learning Outcomes

[University of Hawai'i at Mānoa ILOs](#)

Please review the following institutional policies on the Web:

[Student Responsibilities - Campus Policies Website](#)

- Effort and Time
- Proctored (or ID Verification) Activity
- Netiquette
- Online Safety
- Academic Honesty
- Student Conduct Code

### College Policies

#### Disabilities Accommodations Statement

The KOKUA Program (Kahi O Ka Ulu 'Ana - "The Place of Growing") is UH Mānoa's primary campus unit responsible for providing disability access services to students with disabilities toward equal opportunity. Creating equal access is a shared responsibility of students, faculty, KOKUA, and the entire campus community. KOKUA is administratively situated in the Office of Student Equity, Excellence & Diversity within the Division of Student Affairs.

Respecting the worth, dignity and rights of students with disabilities, the KOKUA Program has, since its inception in 1966, striven:

- To promote equal educational opportunity for/with these students by providing appropriate disability access services, upon request and in accordance with legitimate need, in order to offset restriction related to their disability;

- To promote the growth and development of these students by encouraging their self-reliance, resourcefulness, and responsibility; and
- To foster faculty, administrative and staff receptivity, flexibility and objectivity in their interactions with these students.

### Self-Identification

Students with disabilities meet the same admission standards as do their peers without disabilities. They are therefore considered to be "otherwise qualified" and may not be discriminated against on the basis of their disabilities lest the institution have violated their civil rights as persons with disabilities. Disability status is not factored into admission decisions.

Students with disabilities must self-identify to the KOKUA Program and complete the intake process before receiving disability access services (commonly referred to as accommodations, academic adjustments and auxiliary aides). To ensure prompt and effective provision of services, students should contact KOKUA as early as possible for initial intake and before the start of each term thereafter.

### Intake

Mānoa students who are pursuing disability access services are required to participate in [KOKUA's initial intake appointment](#). This intake appointment with a KOKUA Counselor will begin an interactive process with KOKUA so that we might understand the connection between your disability and related access service needs. KOKUA will learn more about your disability condition and understand how this impacts your learning. During this appointment, KOKUA will determine what services you are authorized to receive.

### Term-specific Services

Current students are requested to meet with their assigned KOKUA Counselor at least once each term to discuss current and future needs. If access services are needed for the current or upcoming term, students need to sign KOKUA's Service Agreement Form. KOKUA will never disclose your disability status or otherwise arrange for services without your express permission.

KOKUA students are expected to be equal partners with KOKUA and faculty in communicating access needs and requests in a timely way, and KOKUA students are expected to follow KOKUA's respective procedures and policies.

### Disability Civil Rights Laws

Terms like IDEA (Individual with Disabilities Education Act), IEPs (Individualized Education Plans) and Special Education are K-12 terms that do not apply to postsecondary institutions.

The disability-related civil rights laws that apply in postsecondary institutions are: Section 504 of the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act (ADA).

### Section 504

Section 504 prohibits discrimination on the basis of disability in programs and activities that receive federal funding.

Under Section 504 regulations, postsecondary institutions are also required to provide "academic adjustments" and "auxiliary aids" to qualified students with disabilities in order to afford these students an equal opportunity to participate in the school's program(s).

In order to be protected under Section 504, students must be considered "qualified" – i.e. they must be able to meet all academic and/or technical standards for admission or participation in the educational program or activity. In addition, they must have a "disability," which means that they:

1. have a physical or mental impairment that substantially limits one or more major life activities,
2. have a record of such impairment;
3. are regarded as having such an impairment.

"Major life activities" include seeing, hearing, learning, reading, concentrating, and thinking.

Americans with Disabilities Act Title II of the ADA applies to all public colleges and universities, regardless of whether they receive federal funding. Under Title II regulations, institutions are also required to take appropriate steps to ensure that communications with individuals with disabilities are as effective as communications with others.

In order to receive an academic adjustment or auxiliary aid and service – commonly referred to as accommodations – a student must self-identify that he/she has a disability. Postsecondary institutions are not required to provide an accommodation that would change essential academic requirements; would fundamentally alter the nature of a service, program or activity; or would result in an undue financial or administrative burden.

### Kokua Program

Under the Americans with Disabilities Act (Title II) and the Rehabilitation act of 1973-section 504 and 508, individuals with disabilities have protections against discrimination and are assured access to programs, services and activities. For more information see "Americans with Disabilities Act" and "Rehabilitation Act of 1973 – Section 504 or Section 508".

Students must self-identify to the DSSO and complete the intake process before receiving reasonable accommodations for the first time. Students must formally request specific academic adjustments/auxiliary aids, provided as accommodations, and substantiate that request with supporting documentation. To ensure the prompt and effective provision of accommodations, students should contact the DSSO as early as possible.

Visit the [Kokua Program Website](#) for more information.

### Title IX Disclosure

Title IX is a landmark federal civil rights that prohibits sex discrimination in education. Members of the UH Mānoa community, guests and visitors have the right to be free from all forms of sex/gender harassment, discrimination and misconduct, examples of which can include acts of sexual violence, sexual harassment, domestic violence, dating violence and stalking. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others.

To learn more about Title IX please visit the [UH Manoa Campus Title IX Website](#).

Reporting: If a student chooses to confide in a faculty member or if a faculty member observes an incident regarding an issue of sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, and gender-based bullying and hazing, faculty are required by federal law to report these issues to

- Dr. Dee Uwono, UHM's Title IX Coordinator - (808) 956-2299, t9uhm@hawaii.edu

Confidentiality: If a student does not wish to formally report an incident to a faculty member, but wishes to speak to someone confidentially about any of the behaviors listed above, the student can speak to the confidential space counselors on campus:

- Counseling and Student Development Center - (808) 956-7927, uhmcscdc@hawaii.edu

If you have experienced or observed discrimination or harassment you may make a formal complaint by contacting the Title IX Coordinator, Dr. Dee Uwono, UHM's Title IX Coordinator - (808) 956-2299, t9uhm@hawaii.edu.

### Privacy and Confidentiality

Out of respect for your privacy, I will maintain confidentiality about comments and discussions made by students in class and I expect all students to do the same. However, this online course may be analyzed for evaluation and assessment purposes. Should this occur, college faculty and staff will have access to course materials and student discussions.

Grades will be kept confidential, and I will do my best to respect students' requests that their course materials be kept confidential. However, if bullying or inappropriate material appears, I reserve the right to share these materials with the UH Manoa administration.

### Right to Resolve Academic Grievances

Any student who believes that a faculty member has acted improperly or in a manner otherwise inconsistent with the faculty member's responsibilities or the student's customary academic expectations, may initiate action to achieve a remedy. Read more about the policy in the college catalog, or on the UHM Office of Student Affairs website under [Academic Grievance Procedures](#).

### Systemwide Student Conduct Code

To support a positive and safe learning environment, all students are required to adhere to the [student conduct code](#).

The student conduct code includes acts of academic dishonesty. Acts of dishonesty, include but are not limited to the following:

1. Cheating, plagiarism, or other forms of academic dishonesty.
2. Furnishing false information to any UH official, faculty member, or office.
3. Forgery, alteration, or misuse of any UH document, record, or form of identification.

Alleged violations of the student conduct code are taken seriously and may be reported to administration for investigation and disciplinary action.

### Student Professionalism

*(Netiquette, short for "network etiquette" or "Internet etiquette," is a set of social conventions that facilitate interaction over the internet. Having a statement that establishes appropriate etiquette for interaction in your online class is vital to developing a positive learning environment.)*

Online discussions and peer feedback on written work are invaluable. However, we must observe appropriate behavior online, just as we would in a classroom. Here are a few guidelines:

1. Do not use all CAPS in online communication. ALL CAPS usually indicate that the writer is shouting, and this could set up an uncomfortable situation.
2. Use correct spelling, capitalization and punctuation in ALL correspondence. Do not use "texting" language.

3. At all times, be respectful to each other. Choose your words carefully. When communicating online, words can be misunderstood, so make sure to proofread before posting and consider how someone might misinterpret them.
4. Express differences of opinion in a polite and rational way.
5. Maintain an environment of constructive criticism when commenting on the work of other students.
6. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.
7. If you ever receive an e-mail or response in discussions that is not appropriate, please contact your instructor immediately. I have a no tolerance policy to anything that appears to be harassing, impolite, insulting or which uses profanity. Situations like this may be referred to the Dean and corrective action will be taken.

If at any time you need support or assistance, seek help immediately. See below for a list links and/or phone numbers of support services available in person, by phone, or online to help you.

#### **Academic Support Services – (If you need help with your coursework)**

- Instructor: I am available to help you in person, by phone, or online. Contact me to schedule an individual meeting. (My contact info is at the beginning of this syllabus.)
- Tutoring Support
- **In-Person:** [Manoa Learning Assistance Center, Student Success Center, Sinclair Library](#)
- **Online:** [Online Learning Academy](#)
- [Library and Learning Resources](#) - students can find access to library collections, online resources, etc.
- [Manoa Student Success Center](#)
- [Statewide Testing Centers](#) - for taking a proctored test required by some courses.

#### **Student Support Services – (academic advising; financial aid or personal counseling)**

- Advising and Counseling: [Manoa Advising Center](#)
- Services for students with disabilities: [Manoa Disability Services](#)
- Financial Aid: [Manoa Financial Aid Services](#)

#### **Technical Support Services**

- [UH ITS Computer Help Desk](#) – email help@hawaii.edu or call 956-8883 (or toll free at 1-800- 558-2669 from the neighbor islands)
- Laulima Assistance Form – Click on the link at the bottom of any Laulima Page to fill out and submit a question and get your answer via email.

To access specific student policy

