UNIVERSITY OF CALGARY

# FACULTY OF ARTS
# DEPARTMENT OF CLASSICS AND RELIGION
# COURSE OUTLINE
# Summer 2021

**COURSE NUMBER: SAST 303**

**COURSE NAME: Contemporary Indian Society and Culture**

**PRE/CO-REQUISITES: (optional to include): SAST 203**

**CLASSROOM LOCATION: TBA**

**CLASS DAYS & TIMES** (specify if classes are in person or via Zoom): Asynchronous with breakout sessions

**INSTRUCTOR NAME AND CONTACT INCLUDING UCALGARY EMAIL & PHONE:**

Dr. Harjeet Singh Grewal
harjeet.grewal@ucalgary.ca

**INSTRUCTOR EMAIL POLICY:**

| General: |
|---|

1. I care about your presence in my class and recognize that email is a vital line of communication in an online environment.
2. Email is a cordial and professional medium to communicate with your instructor. Compose your diction according to professional standards and not colloquial ones. GRAMMAR and PUNCTUATION do matter when writing an email.
3. Use "Subject" heading to accurately and specifically reflect why you are emailing -i.e. "Regarding [the subject of your email]. If your email needs attention quickly, express that in the subject head alongside what you need -i.e. IMPT, or EMERGENCY
4. Do not begin email with "hey," "yo," or no cordial means of address. Begin the email with "Dear Harjeet" Or Dear Dr. Grewal -I encourage you to write "Dear Harjeet"
5. Be considerate of my time and yours:

   a. Do not be shy, hesitant, or anxious. I do not judge you based on the number of times you email me.
   b. Emailing me for clarification is a good thing and shows engagement in the class.
   c. Plan ahead. Email sooner than later, especially if you are confused about anything. This avoids increasing anxiety.
   d. Be clear, concise, and detailed in your email to convey your questions, concerns, or needs well.
   e. Reread before you send.
   f. Allow me time to respond.

*Email Policy continued*

Procedural:

6.  All course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.
7.  I check my email daily at 11 AM and prioritize what I respond to. This means I respond to things in an achronological manner based upon responsibilities I have to the class, colleagues, publication, and research responsibilities.
8.  Nonetheless, I do my best to respond within 48 hours but also recognize I may not succeed.
9.  If you do not hear from me within 48 hours, remember that I do care about your email. (a) Go back to your sent mail and find the email I missed. (b) Resend it by adding "REMINDER" to the subject heading. (c) Add the text, "Dear Harjeet, I have not heard back from you about this and it has now been more than 48 hours. Please review and get back to me."

**COURSE DESCRIPTION:**

India is home of one of the oldest civilizations in the world. Today, it has one of the world's biggest economies and in the next decade is projected to emerge as the world's most populated country. It is a place of rich cultural diversity and has an intricate political system. It is of central importance to the evolving 21st century and being familiar with the region's nuances is vital to many professions.

This course is an opportunity to learn about India's modern history, culture, and politics using a thematic approach to the movement from coloniality to a significant regional power. We will use primary and secondary readings, films, and other media that help shape India's modernity. The course will be centered on a historical survey of colonial and post-colonial India from the seventeenth century to today. Thus, the shifts from Mughal to European and British forms of colonialism will be incorporated as well as discussion of the region's developments to give students an understanding of India's role in contemporary South Asia. India's regional history shows a complicated and interconnected set of events, forms of governance, economic structures that come together to focus on the integral role the regional and global impacts on culture, knowledge, politics, and trade. Student will gain an appreciation for some of these nuances throughout the course.

Students will engage in interactive learning modules, group work, and discussions tailored to enhance learning about the region and thinking about historical challenges that can be seen through a focussed study of modern India.

*For online courses:*

This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions**.**
When <u>unable to participate</u> live due to the time difference or unforeseen circumstances, <u>inform the instructor in advance and propose and implement an alternative participation activity</u> (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

**\*COURSE LEARNING OUTCOMES**

1. Identify major events, dates, individuals, and cultural developments in modern India
2. Describe and analyze process and impact of European Imperialism on India between 1600 to today
3. Develop critical ability to assess narrative and fact, or data and information using research skills to investigate intercultural considerations
4. Understand dynamic between Imperium, state, and region in colonial and post-colonial India

**\*LEARNING RESOURCES**

**Required Readings, Textbooks, and Learning Materials (available at the UCalgary Bookstore)**

Banerjee-Dube, Ishita. (2014) A History of Modern India. Cambridge University Press.

Pawar, Urmila. (2015) The Weave of My Life: A Dalit Woman's Memoirs. Columbia University Press.

Additional weekly readings, including peer-reviewed journal articles, are posted on D2L

**\*LEARNING TECHNOLOGIES AND REQUIREMENTS**

There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

In order to successfully engage in the online learning experience at the University of Calgary, students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker, and microphone.

**CLASS SCHEDULE**

Course activities are asynchronous but may include breakout room group discussions where you will be responsible as a group to arrange a regular time to meet and discuss.

Asynchronous activities that students complete on their own time will include watching recorded lecture, completing pre- or post-lecture checkups, and module exams.

A full schedule of readings including important dates such as the first day of classes, holidays, term breaks and last day of classes will be provided in the first week of class.

**\*EXAMINATIONS**

The final exam date, time and location will be posted to D2L and announced in class one month prior to examination.

The use of aids such as textbooks, course notes or electronic devises during midterm or final examinations will be elaborated at that time.

**\*ASSESSMENT COMPONENTS**
Clearly outline how learning will be assessed in the course including assessment methods/description, due date and grade weighting.  It is recommended that you also include the aligned course learning outcomes and details related to the criteria for assessment.

**Module Examinations (40%):** Will be a combination of multiple-choice and short answer questions. Multiple-choice will cover key historical figures, events, dates, and terms covered up to this point in the course. Short-answer questions will focus on critical and analytical thinking requiring students to create meaningful connections between the key historical figures, events, dates, and terms covered up to this point in the course.

Aligned Course Learning Outcomes: 1, 2, 3

**Final Examination (20%):** Will be a combination of multiple-choice, short answer, and one long-answer question. Multiple-choice will cover key historical figures, events, dates, and terms covered up to this point in the course. Short-answer questions will focus on critical and analytical thinking requiring students to create meaningful connections between the key historical figures, events, dates, and terms covered up to this point in the course. The long answer question will relate to a comprehensive view of the material covered throughout the semester.

Aligned Course Learning Outcomes:1, 2, 3

**Pre-Lecture or Post-Lecture Questions (10%):** Immediately after lecture, students will submit two questions they had related to the material covered that day. This is meant to promote engaged and active knowledge acquisition skills.

Aligned Course Learning Outcomes: 1, 2

**Map Exercises (5%):** Learning about a region without awareness of its basic geography and redefinitions of administrative regions is ineffective. These exercises are meant to assist students gain appreciation for the regions and political domains within which key historical events occur.

Aligned Course Learning Outcomes: 1

**Critical Film Analysis Project (10%):** India has a rich history of cinema that begins near the end of the 19th century. When "talkie" films began in 1931, Indian filmmakers adopted many of India's regional languages including Hindi, Urdu, and Persian but also Bengali, Panjabi, and Tamil. Today the Indian cinema industry has a plethora of thriving local filmmakers. Students will watch a subtitled film that is from one of these regional filmmakers. This should not be a "Bollywood" film. Students will produce a 2-

page critical analysis of it that includes a summary of the film and a discussion of the event or issues it raises for the student about the region.

Aligned Course Learning Outcomes: 1, 2, 3

**Literary Analysis (15%):** India boasts an incredible diversity and has been a comparatively highly populated part of the world during the period we cover in class. Being able to assess and analyze the variety of narratives and routes to information for any singular event is an essential to learning about the region. Students will write a 3 to 4-page analysis of a literary events from any period covered in the class. They will research different perspectives taken and attempt to articulate a balanced position regarding the event that weighs not only the facts but opinions and literary value.

Aligned Course Learning Outcomes: 1, 2, 3

| Date | Assessment | Weight (%) | Required pass/fail |
|---|---|---|---|
| Begins after add/drop date (July 2nd) | Pre- or Post-Lecture Preparedness | 10% | |
| July 14th 11:59 PM | Critical Film Analysis | 10% | |
| Ongoing | Map Exercises | 5% | |
| August 4th 11:59 PM | Literary Analysis | 15% | |
| Ongoing | Module Examinations | 40% | |
| Registrar scheduled final. | Final Exam | 20% | |

**MISSED OR LATE ASSIGNMENTS***

Communication is key to online learning. Look ahead and compare what it is going on in this class with the remainder of your courses.

Anticipate where you may have difficulty in getting a required assignment in on time and notify me in advance through email to discuss possibilities of avoiding the consequences of a late or missed assignment.

If you anticipate being challenged in getting an assignment in on time, **notify the instructor by email at least a week (7 days)  and no later than 48 hours before the due date by email *in order to avoid consequences to your grade*.** Students will discuss options to submit and/or make-up for that component.
Late assignments, those submitted after the deadline, will be penalized with the loss of a grade (e.g.: A- to B+) for each day late unless the student has notified the instructor in advance as stated above.

**\*GRADING**

A numerical mark will be given for each course requirement. A letter grade will be assigned on the following number and letter grade scheme, usually used within the Department of Classics and Religion:

| A+ | 100 - 96 | A | 95 - 90 | A- | 89 - 85 |
|----|----------|---|---------|----|---------|
| B+ | 84 - 80 | B | 79 - 75 | B- | 74 - 70 |
| C+ | 69 - 65 | C | 64 - 60 | C- | 59 - 55 |
| D+ | 54 - 53 | D | 52-50 | F | Under 50 |

**EXPECTATIONS FOR WRITING**

All written assignments (including, to a lesser extent, written exam responses) will be assessed at least partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also clarity, organization, and content related to lectures not prior knowledge some students may have upon entering course.

Students will be given resources for writing through D2L.

For further information, please refer to the official online University of Calgary Calendar, Academic Regulations, E. Course Information, E.2: Writing Across the Curriculum: http://www.ucalgary.ca/pubs/calendar/current/e-2.html

**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit or complete all assignments electronically in D2L.  Assignments may be submitted in Word or PDF format. Unless you are directly posting on the discussion board, assignments should have a file name as follows: "Last Name First Name Assignment Name" (e.g., Gurbhagat Kaur Response 1).

Assignments must be submitted by 11:59pm on their due date.

It is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

**CONDUCT**

General Guidelines:

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: http://www.ucalgary.ca/pubs/calendar/current/k.html

**Student Conduct for Success in this Course:**

Timely and regular review of lectures, participation in discussion, and completion of course assessments.

Asking questions for clarification when needed for lecture material is crucial in an online course.

Adherence to the Electronic Device Policy. Respectful attitude toward alternate perspectives. Ensuring safe, open, and hospitable classroom environment for fellow classmates to express opinions and ask questions during class.

*Facilitating & Participating in Discussion –*

As the readings forms a central aspect of this course, students will facilitate class discussion by introducing the reading and providing some commentary or questions related to the reading with a PowerPoint Presentation, or other digital material such as audio or video files posted on the course D2L page.

Discussion Participation will assess the extent to which students who are not facilitator(s) engage with the presentation using a discussion board.

Discussion board will provide an open, congenial, and safe space for critical reflection.

Considering this, students should familiarize themselves with the discussion guidelines below and whatever they may need to create the presentation early during the semester.

**GUIDELINES FOR DISCUSSION:**

- Discussions should remain on the discussion board only.
- This is an anti-racist and anti-oppression class. This policy is to enable NOT prevent discussion and engagement from all students while taking their perspectives and life experiences as seriously as any other member of the class. This ensures that marginal perspectives are given the same weight in terms of the kinds of questions as in humanities courses as normative experiences.

- Micro-aggressions and macro-aggression are not acceptable. This means that any intentional or unintentional verbal, behavioral, or other form of indignities regarding individuals or groups that individual in class may identify with are not permitted. This includes comments about class, caste, race, religion, and gender that use personal slights, insult, or profanities.
- Focus discussion on the reading. Support your statements with evidence or provide a rationale for your analysis. Feel free to refer to page numbers and quote the text.
- Discussion facilitates learning; it is not for debating or "winning" an argument. Comment to share information by bringing out relevant aspects of readings, fundamental concepts mentioned, or strategies used for analysis and reflection.
- Respect the right of fellow participates to disagree with perspective you might favor.
- Disagree with, challenge, or criticize **the idea** and **not the person**.
- Be courteous, attentive, and acknowledge what peers are saying when responding.
- Avoid being speculative or inflammatory.
- Include one another in the discussion. Refer to the comments you are responding to and connect your ideas and perspectives to those comments specifically (using the name of the student who authored the earlier post helps here)
- Do not make assumptions about one another or generalize about social groups they may or may not belong to.
- Do not ask individuals to speak for a perceived social group they might belong to.
- Personal, experiential perspectives are welcomed when relevant and if you are willing to offer them. They should be engaged with remembering that making personal comments is taking a risk and the person doing so should be encouraged for doing so.

**GUIDELINES FOR ZOOM SESSIONS**

Zoom is a video conferencing program that will allow us to meet at specific times for a "live" video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: https://elearn.ucalgary.ca/guidelines-for-zoom/ .

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session.  Students will be advised before the instructor initiates a recording of a Zoom session.  These recordings will be used to support student learning only and will not be shared or used for any other purpose.

**COURSE EVALUATIONS AND STUDENT FEEDBACK**

Student feedback will be sought at the end of the course through the standard University Student Ratings of Instruction (USRI) and Faculty course evaluation forms.  A midterm evaluation may also be included to provide students an opportunity to provide feedback, for the instructor to adjust their approaches to teaching and learning, and to continuously improve the course. Students are welcome to discuss the process and content of the course at any time with the instructor.

**UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

**\*ACADEMIC MISCONDUCT**
Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit:

https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf

https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf

Additional information is available on the Academic Integrity Website at https://ucalgary.ca/student-services/student-success/learning/academic-integrity.

**\*ACADEMIC ACCOMODATION**
It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The Student Accommodations policy is available at https://ucalgary.ca/student-services/access/prospective-students/academic-accommodations. Students needing an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS) in accordance with the Procedure for Accommodations for Students with Disabilities (https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf ).  Students who require an accommodation in relation to their coursework based on a protected ground other than Disability should communicate this need in writing to their Instructor.

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](www.ucalgary.ca/access/) .

**\*RESEARCH ETHICS (if applicable)**
If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics ([http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb](http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb)) before beginning the assignment.

**\*INSTRUCTOR INTELLECTUAL PROPERTY**
Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

**\*FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

**\*COPYRIGHT LEGISLATION**
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy [https://www.ucalgary.ca/pubs/calendar/current/k.html](https://www.ucalgary.ca/pubs/calendar/current/k.html).

**\*MEDIA RECORDING (if applicable)**
Please refer to the following statement on media recording of students: [https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf](https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf)

**\*_Media recording for lesson capture_**

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

**\*_Media recording for self-assessment of teaching practices_**

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

***\*Media recording for the assessment of student learning***
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

**SEXUAL VIOLENCE POLICY**
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

**\*OTHER IMPORTANT INFORMATION**
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines
for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombud's Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk