

**Social Movements & Media in India**  
Ramapo College of New Jersey

<b>Instructor Information</b>	
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<b>Course Information</b>	
INTD-303	
<b>Credit Hours</b>	4
<b>Semester / Year</b>	Spring, 2013
<b>Class Meeting Date/Time</b>	Class meets daily for 3-5 hours, over 4 weeks (see details below)
<b>Prerequisites</b>	INTD-301 (Sustainable Development in India)
<b>Fulfills</b>	GE- International Issues Area Studies: East Asia

**Course Description**

This course explores ways in which people in India are organizing to achieve social justice and working to find solutions to economic, social and political problems. The course begins by reviewing the legal and political structures that shape the lives of citizens. Through readings, lectures and fieldtrips, students learn about the history and contemporary forms of several key social movements in India, including the women's movement, sexual minorities movement, child rights movement, environmental movement, and tribal (*adivasi*) movement. The course also examines tools for social change such as alternative education, grassroots media, alternative law practices and conflict resolution groups.

**Course Goals**

1. Theories of how social movements operate, their role in democracy, and of the role of NGOs
2. Key social, cultural, and legal challenges facing marginalized groups in India
3. Major social movements in India including the history of the movements, key figures in the movements, their past and current ways of organizing, and changes that have resulted because of them
4. The role of media in creating social change.

**Measurable Student Learning Outcomes**

1. Gain experience in conducting ethnographic observations and taking field notes.
2. Analyze cases presented through field visits by using concepts presented in lectures and readings
3. Synthesize material from numerous sources to achieve a greater understanding of subject matter

	<b><u>Journals</u></b>	<b><u>Final Essay</u></b>
<b>Outcome #1</b>	X	
<b>Outcome #2</b>	X	X
<b>Outcome #3</b>		X

### **Texts, Readings, Materials**

Kumar, Radha (1995) "From Chipko to Sati" in Basu, Amrita, ed., The Challenge of Local Feminisms. Boulder: Westview Press.

Ray and Katzenstein, eds. (2005) Social Movements in India: Poverty, Power and Politics. New Delhi: Oxford University Press.

Singhal, Arvind (2003). Entertainment-Education and Social Change: History, Research, and Practice. Mahwah: Lawrence Erlbaum Associates.

Zelliot, Eleanor (1992) From Untouchable to Dalit: Essays on the Ambedkar Movement. New Delhi: Manohar.

*Additional readings will be provided through Moodle.*

### **Course Requirements**

This course will require student participation in lectures, discussion of reading materials, and field trips. Students will also complete weekly journal assignments. A final paper will test the students' knowledge of key course concepts.

### **Journal Assignment Guidelines**

This assignment is worth 30% of your grade for this course. Journals will be **due by 11:55pm every Friday** for a total of three grades during the first course

The purpose of these journals is to reflect on your academic learning and experiences while in India. You can use these journal entries to help you write your final essay for this course.

In your journal entries, you should:

#### **1. Discuss the readings and lectures**

Summarize the main ideas of at least one of the readings or of the lecture for that day. You might consider including a relevant or illustrative quote and comment on that quote.

#### **2. Describe experiences on field trips or anywhere outside of the classroom**

Give a careful, concrete description of an experience that you have had in India. Try to describe the events and people you observe as clearly as possible and avoid using your own cultural assumptions to interpret or judge them.

### 3. Make every effort to integrate concepts from readings, lectures and films with your experiences outside the classroom.

You can take an academic concept and then use your description of an event to illuminate or illustrate that concept or describe an event first and then try to apply a concept to understand, interpret, or make sense out of that event.

Journal grades will be based on your effort to understand the academic material, your ability to thoughtfully reflect on your experiences, and on the clarity of your writing.

You must write **5 journals entries per week minimum**. Each entry should be **300 words long**, minimum.

Give page numbers for all quotes using in-text citations. Proofread for spelling, grammar and clarity. Please use double-spacing and 12-point font. Please save in Microsoft Word.

If Ramapo faculty are in India, you may print out and hand in journals on paper. Otherwise, email your journal on the due date to the Ramapo professor. If the internet is not working at Fireflies, please submit your journal to Fiona who will deliver it to the faculty.

#### General Education Program Course

This course meets the International Issues category of the General Education Program course. Through this course you will explore social movements in the context of India and learn about the impact of global and local media and communicative practices in fostering change.

#### Grading Policy

<b>25%</b>	Active participation and attendance at all events
<b>25%</b>	Weekly journals on readings, lectures, and field trips
<b>50%</b>	Final essay on key themes of course (10-15 pages)
<b>A-Range</b>	Student demonstrated superior analytical abilities in all her/his assignments. Student carefully read all relevant material and provided both a clear understanding of what s/he has read and provided insightful analyses and thoughtful critiques. Moreover, the topic under study was explored fully.
<b>B-Range</b>	Student demonstrated an above average analytical ability. Student was able to provide a clear understanding of the material and some insights and critiques. The topic under study was explored fairly thoroughly.
<b>C-Range</b>	Student could demonstrate average analytical ability. Student was unable to provide a clear understanding of the material and offered few insights and critiques. The topic under study was not explored fully.
<b>D-Range</b>	Student completed assignments but showed poor analytical ability. Student provided a very weak understanding of the material and offered poor insights and critiques. The topic was explored minimally.
<b>Fail</b>	Student did not demonstrate any analytical ability, did not provide any

understanding of the material and offered no insight and critiques, or did not complete the assignments.

A	94+	B-	83 – 80	D+	69 – 67
A-	90 – 93	C+	79 – 77	D	66 – 63
B+	87 – 89	C	76 – 74	F	62 – 0
B	86 – 84	C-	73 – 70		

Late work will result in a reduction of five (5) points per day late for each assignment.

#### **Attendance Policy**

Students are expected to attend all classes except in cases of illness. Unexcused absences from lectures or fieldtrips will result in a lower grade. College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

#### **Electronic Forms of Communication**

In accordance with College policy, I will use your Ramapo College email address (@ramapo.edu) to communicate with you about all course-related matters.

#### **Policy on Academic Integrity**

“Students are expected to read and understand Ramapo College’s academic integrity policy, which can be found online in the *College Catalog*. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be required to meet with the faculty member and/or will be referred to the Office of the Provost.” This policy will be strictly enforced. No exceptions will be made, and the Office of the Provost will be notified in ALL cases.

#### **Students with Disabilities**

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.

***Draft Schedule of Course #3 begins on next page...***

**Draft 2014 Course #3 Schedule**

COURSE – III: MEDIA, AND SOCIAL & ENVIRONMENTAL MOVEMENTS				
MODULE – I: HUMAN RIGHTS AND SOCIAL MOVEMENTS				
03 March, Monday	09:30 am - 01:00 pm	Human Rights Situation in India	Aravind and the Alternative Law Forum Team	
04 March, Tuesday	09:30 am - 01:00 pm	Rights of Sexual Minorities	Shuba Chacko	
	Afternoon/ Evening	Film: TBD	Shuba Chacko	
05 March, Wednesday	09:30am – 1:00pm	Urban Campaigns for Environmental Justice	Leo Saldanha / Bhargavi S. Rao	Journal Due
06-08 March, Thurs-Sat	Excursion to Gokarna			
MODULE – II: MEDIA IN INDIA				
9 March, Sunday	09:30 am – 11:30 pm	Introduction to Social Movements and Women’s Movements	Ruma Sen	Submit revised project proposal (including research plan & methodology)
	2:00 pm - 3:00 pm	The Transformative Role of Media	Sarmya Pant	
10 March, Monday	09:30 am - 01:00 pm	Entertainment - Education for Social Change	Sarmya Pant	
	07:00 pm - 8:00 pm	Film: TBD		
11 March, Tuesday	09:30 am - 04:30 pm	Individual Meetings - Independent Study	Ruma Sen	
12 March, Wednesday	9:00 – 1:00pm	Global Indian Cinema	Ruma Sen	
	7:00pm – 09:30 pm	Film: TBD		
13 March, Thursday	Writing Day			
14 March, Friday	Break			Journal Due
15 March, Saturday	09:30 am - 11:00 am	Indian Media Landscape	Ruma Sen	
16 March,	09:30 am -	Individual Meetings -	Ruma Sen	Submit annotated

Sunday	04:30 pm	Independent Study		bibliography / Submit travel plans to Alysa Ochoa
17 March, Monday	Break			
18 March, Tuesday	Writing day			Essay for Course #3
19 March, Wednesday	09:30 am - 01:00 pm	Meeting to Reflect on Essays and Course-III	Siddhartha, Oamjie John	
20 March, Thursday				Essays for Course - III Due