

Syllabus

ASST 023 Introduction to Contemporary Written Hindi II.

Thursday 1:00-1:50

Professor: C. Christine Fair, Ph.D.

Place: Zoom

Phone: 202-460-9295
202-687-7898

Office hours: By appointment

E-mail: ccf33@georgetown.edu
c_christine_fair@yahoo.com

About this Course

Depending upon whose data you doubt less, Hindi is the second or third most commonly spoken language in the world today, with more than 600 million users spread across the globe. Only Mandarin has a clear lead. When one includes Urdu, which in its spoken form is nearly identical to Hindi, the number of speakers expands to nearly 800 million persons. You will find that you can use Hindi/Urdu in Afghanistan, Iran, several Arab countries, Bangladesh, Nepal among other places due to the influence of Hindi films. I have even used Hindi to purchase water gear in Belize and sunscreen in Aruba. Moreover, Hindi's literary tradition originates in the 11th century, encompasses a diverse modern literature and is the principal language employed in the world's largest film industry ("Bollywood"). Per the Official Languages Act (1963), it is one of two official languages for government documents. (The other is English.)

Objectives and Outcomes

Introduction to Contemporary Written Hindi. This three-credit course begins with an introduction to the phonetics and orthography of the Hindi language. Students are expected to master the script by the beginning of second week after which we will begin formal study of the elements of grammar which form the basis for all subsequent study. In this course, students will be expected to learn vocabulary elements that draw both from the Sanskrit tradition as well as their Perso-Arabic counterparts. This course is suitable for persons with very little knowledge of the written language as well as for those heritage speakers of Hindi/Urdu who lack familiarity with the script and formal elements of standard Hindi grammar. Assessments will include weekly homework and two mid-term exams.

Course Learning Objectives

This course is a continuation from last semester. During this course we aim to complete Snell's *Complete Hindi*. We will begin from Chapter 11 and will move through to Chapter 18.

This is a tutorial. Students can elect to take it pass/fail or for a grade.

After this course, you should have:

A mastery of the different kinds of nouns

An understanding of the basic sentence structure in Hindi

An understanding of important grammatical elements

A mastery of the most basic verbal structures and tenses

By the end of this course, you should have a vocabulary of about 500 words depending upon your level of effort.

Instructional Methodology

In this course, we principally rely upon Snell's *Teach Yourself Hindi*, per the outlined syllabus below. Because we only meet for one hour a week, it is imperative to come to class prepared. I request that you review the planned subject material such that we can move through it on schedule. You will complete the assigned homework through which you will solidify your grasp of the subjects.

Required Materials and Texts

Required Texts

Scans of the primary grammar books are on Canvas for your convenience, particularly given the lateness of this course coming to fruition. However, I strongly recommend that you purchase the main textbook used in this class:

Complete Hindi: Your Complete Speaking, Listening, Reading and Writing (Teach Yourself) by Rupert Snell, Jul 25, 2014. (https://www.amazon.com/Complete-Hindi-Beginner-Intermediate-Course/dp/144410683X/ref=sr_1_1?dchild=1&keywords=Snell+Teach+Yourself+Hindi&qid=1611165544&sr=8-1)

There are several on-line dictionaries (see below); however, I *strongly* encourage you have hard copies as the online dictionaries will be difficult to use until you learn how to type in Devanagari. Here are the dictionaries which I recommend. All are available on Amazon and you can buy them used as well. You should at least purchase the Hindi-English dictionary. While I recommend the Oxford products noted below you may also consider the Collins options which are also available online.

The Oxford Hindi-English Dictionary (Multilingual Edition) by R.S. McGregor, 2007. (https://www.amazon.com/Oxford-Hindi-English-Dictionary-Editor-McGregor/dp/B00EXCJ81I/ref=sr_1_13?dchild=1&keywords=oxford+hindi+english+dictionary&qid=1611165790&sr=8-13)

Oxford English-Hindi Dictionary (Multilingual Edition) by S K Verma and Ramaanaatha Sahaaya, Sep 27, 2017 (https://www.amazon.com/Oxford-English-Hindi-Dictionary-Multilingual-Verma/dp/019947222X/ref=sr_1_2?crd=3VS99081XHE4G&dchild=1&keywords=oxford+english+hindi+dictionary&qid=1611165679&srefix=Oxford+English+Hin%2Caps%2C163&sr=8-2)

If you do not wish to purchase the hard copies of the above dictionaries, here are online dictionaries you may wish to use:

<https://www.collinsdictionary.com/us/dictionary/hindi-english>

<https://www.collinsdictionary.com/us/dictionary/english-hindi/>

<https://www.shabdkosh.com/>

<https://dsal.uchicago.edu/dictionaries/mcgregor/>

<https://dsal.uchicago.edu/dictionaries/dasa-hindi/>

<https://dsalsrv04.uchicago.edu/dictionaries/bahri/>

<https://dsalsrv04.uchicago.edu/dictionaries/caturvedi/>

Required Technology

Because Georgetown is on-line for the foreseeable future due to COVID, you will need to have a computer with internet access. If you have a problem with this, please let your academic advisor know. This course will require you to have access to video dimensions of Zoom. Without it, participating in this course will be exceptional difficult. I will video lectures if the class is amenable to it.

Academic Freedom

Students located in certain countries may face challenges participating in some academic enterprises due to fear of censorship, retaliation, or sanction. Some individuals have reported that following best security practices related to Zoom, NetID accounts, and device hygiene are sufficient to assuage those fears. Other individuals have reported that the use of Virtual Private Networks (VPNs) may better address some of these challenges. The University cannot provide or recommend specific VPNs for student use; students are encouraged to research available options and determine whether they can lawfully and reasonably make use of such a technological solution in their jurisdiction.

Email Etiquette

This is not the only course I teach; you are not my only students; and teaching is not my only obligation to the University. Please expect that it will take one full business day to respond to you. If you email me between Fri. evening and Mon. morning, expect that I will get back to you by late Mon. or Tuesday morning. Also, please do not address your emails to me using my first name. If this guidance strikes you as odd, let me provide you some reading on this issue:

Neumann, J. “Why are female doctors introduced by first name while men are called ‘Doctor’?,” *Washington Post*, June 24, 2017. https://www.washingtonpost.com/national/health-science/why-are-female-doctors-introduced-by-first-name-while-men-are-called-doctor/2017/06/23/b790ddf2-4572-11e7-a196-a1bb629f64cb_story.html?utm_term=.80da3c2b82ba.

Files, J. A., Mayer, A. P., Ko, M. G., Friedrich, P., Jenkins, M., Bryan, M. J., ... & Duston, T, “Speaker Introductions at Internal Medicine Grand Rounds: Forms of Address Reveal Gender Bias,” *Journal Of Women's Health*, 26(5)(2017): 413-419.

Langin, K. “Male Scientists Are Far More Likely to Be Referred To By Their Last Names, Impacting Status And Awards,” *Science*, June 25, 2018. <http://www.sciencemag.org/news/2018/06/male-scientists-are-far-more-likely-be-referred-their-last-names-impacting-status-and>.

Zoom-Specific Etiquette

Many of us, since the onset of the current pandemic, have spent much of our lives on Zoom or similar platforms. Many of us have taken this as an opportunity to be more casual in our dress and in our demeanor. For the purposes of recreating a professional environment, there are very specific demands I make of students for showing up and being present in this online environment.

This program caters to persons who seek employment in international or national security fields. You should view each engagement with your faculty and your fellow students as potential job opportunities. This means, that I expect all of us to show up in Zoom as we would in the classroom. Based upon my experiences teaching online in the previous Spring and Fall semesters and as a full-time student taking two courses this summer, I have crafted these guidelines to help you and to help me help you to achieve the objectives of this course and to encourage a professional online presence that will facilitate your desired end state: gainful employment.

We do not know how long this particular pandemic will constrain our professional and personal lives. I have chosen to accept this as a new reality rather than view it as an aberration or interruption. Businesses have learned from the cost-savings of online meetings and many businesses have learned that it is cost effective to have their employees working at home—where they bare all of the costs—rather than expect them to work in expensive-to-maintain offices. They have also learned that their employees are working longer because they are not wasting time commuting to and from the office. Learning to be professionally present in this environment is a job skill for the foreseeable future.

What does this mean for you and our class?

First, I expect you to be present with your camera on. There is no other way that I can assess your presence or absence in this class. In some cases, internet bandwidth may require you to turn off your camera. But this is the aberrant condition not the normative condition. For this reason, you must have a computer with a camera to participate. In some cases, you can use your smart phone with the Zoom mobile App when your home internet is sub-optimal.

Second, what are appropriate venues for participating in our class? You should be at a table or a desk with access to your course materials whether in hard-copy or electronic copy. Consider an environment that is not terribly comfortable given the temptation to doze away! And some of you do snore. What are examples of inappropriate venues? Your bed. I had several students participate in class from bed. This is simply not appropriate for more reasons than I wish to adumbrate. This sends a terrible market signal. Would you participate in a high-level discussion with State Department officials from your bed? I would hope not. Remember: you are not only making an impression upon me, but also upon your colleagues. Since your colleagues may work in an office with job openings, you need to create a professional appearance with them as well.

Third, let's discuss clothing. Over the course of the last six months, I have seen many things that I cannot unsee because students have availed of the Zoom environment to be less vigilant in protecting their professionalism. Here are examples which I would prefer to never see again and I'm confident that their course-mates would agree. I had a student repeatedly put his/her feet up on his/her desk—providing us ample vision of his feet—and then predictably fall asleep with occasional eruptions of snoring. Another student liked to do his/her class on a couch where s/he too would nod off. I have had students show up in their pajamas or clothing with inadequate coverage, which have afforded inappropriate vistas of viewing. Remember how you appear on camera: some of these sartorial peccadillos are exacerbated by the camera and the angle of the camera. Not only are inappropriate

vistas distracting for your fellow students, it is distracting to me because I have no way of politely urging you to wake up, adjust coverage of important anatomy, etc. This is not about prudishness; rather it's about mutual respect and professionalism and the particular ways of viewing that the camera promotes.

In short, please respect all of us by showing up appropriately attired. I am aware of the joke that is circulating that “on Zoom I don’t need to wear pants.” There is a reason why this is a joke and that is because many people have been revealed to be in that pant-free state on Zoom and the joke, regrettably is not only on them. During the Zoom experience, many of us may need to get up from our chairs unexpectedly due the household environments in which we are working. Children require immediate attention. Your dog, cat or pet ferret may decide to micturate on your mother-in-law’s prized shoe. Your spouse may have caught the kitchen on fire while you were in class. And when you do get up, everyone sees what you are—or are not—wearing.

For our classes over ZOOM, wear what you would wear if you were physically in our classroom with other people.

Remember: The purpose of SSP is to prepare you all for the national security roles you will inhabit following graduation and presenting yourself in professional attire is an aspect of that preparation.

Fifth, I am visually impaired and am undergoing surgical correction. This means that I may be unable to see the chat function. For this reason, I expect all students to have their microphone on mute such that we are not subjected to distracting ambient noise. When you wish to speak or make a contribution or when I ask you a question, please unmute yourself and speak. There is no need in classes of this size to use the hand gesture or to message me in the text function.

Finally, the goal of this class is to be as synchronous as possible. To protect your privacy and mine, I am very disinclined to record videos. We will be discussing sensitive material and it has been my experience that recording is very chilling for those conversations. If you disagree, let’s discuss this. This class is ultimately for you. Things that would persuade me one way or the other is vastly different time zones that would be impossible to accommodate synchronously.

Policy on Computers, Phones and Social Media

I expressly forbid students from filming or recording these lectures. I will ask students who do so to leave the class. I will record this class as absent. I will also report this to SSP leadership. I also forbid students from posting quotes or photos to social or other media attributable to me, this class or your classmates. I enforce this policy to ensure that we all enjoy a safe environment to engage the literature and the intellectual objectives of this course. I will accord no exceptions. (Note that I may record this lecture for the use of students who may have missed a lecture or for other administrative reasons.)

I do not ban laptops, tablets, or cellphones in class as I believe doing so is ableist and because I will encourage you to look up answers to questions that you do not know. *However, I insist that you refrain from “leisure internet activities” during class.* Examples of such prohibited activities include but are not limited to: texting or emailing associates (unless it’s an emergency); posting to Facebook, Twitter, Instagram, etc.; online shopping or other recreational activities. (I note these activities because they have occurred.)

Assessing Learning

To assess learning, there will be:

- Weekly homework
- Eight quizzes, which will be completed online using lockdown browser.
- A final project. The final project will entail translating a short Hindi story into English and answering brief questions about the passage in Hindi.

There are no exams as this is a tutorial.

Notes on Homework Preparation:

All homework must be done on ruled paper, in pencil. Mistakes must be erased and corrected. You may NOT submit homework in ink or with errors scribbled out with corrections written above. Homework must be submitted onto Canvas in pdf format. Make sure that your pages are numbered and ordered. All feedback will be through Canvas.

Because most of the exercises in Snell are accompanied with the answers in the back of the book, I encourage you to go over your pencil homework with a RED pen and identify your errors. Write your corrections neatly in the space above or below the original work. The original work must be visible.

Class Participation and Commentary: I expect students to participate actively in class discussions. Class participation includes completing assigned readings, attending all classes (unless a student is ill, has a religious obligation, or has some other legitimate emergency), and contributing to class discussion.

Final Course Grades

You will receive grades commensurate with the quality of the work irrespective of the performance of others in the class. (That is: materials for this course are not graded on a curve.) For sample of criteria of grades, please see Appendix A. Below I indicate how I weight the items for your final grade.

33.3%: Average Quiz Score

33.3%: Average Homework Score

33.3%: Final project

Policy on Grade Disputes: I make every effort to be fair. Ultimately, grading of products for this course may be subjective on occasion. If you believe that I was unfair in my assessment, you **must** request a reconsideration of your grade within **48 hours of receiving your grade**. However, be aware that while I may have mistakenly assessed your paper downward by overlooking some critical virtue(s), I may also have missed serious flaws upon first review and unfairly assessed it upward. *My re-grade of your paper will reflect the results of this complete review of your exam, be it positive, negative, or neutral. Make your case wisely.* You have the option of appealing this grade by emailing the director of SSP (Professor Kier Lieber). He will form an appeal board. The board's grade is final.

Policy on Missed Classes

Students may not miss more than 2 classes and pass this course. Please plan vacation and work schedules accordingly. I take attendance regularly. If you are ill or will miss a class due to religious observance, please let me know in advance of class.

Academic Honesty

Please be certain that you understand Georgetown's policy and procedures regarding academic honesty. It is available here: <https://honorcouncil.georgetown.edu/system/policies>.

For additional guidance please read "What is plagiarism?"

(<https://honorcouncil.georgetown.edu/whatisplagiarism>) and "Plagiarism checklist"

(<https://honorcouncil.georgetown.edu/https%3A/honorcouncil.georgetown.edu/faculty/plagiarism-checklist>).

BE WARNED: GOOGLE TRANSLATE WILL STEAR YOU WRONG. IT DOESN'T GET GENDER NOR DOES IT UNDERSTAND THE VARIOUS FORMS OF SECOND-PERSON PRONOUNS AND VERB TENSES IN HINDI. SO DON'T TRY. IT'S BETTER TO MAKE YOUR OWN BEST EFFORT AND MAKE A MISTAKE THAN RELY UPON GOOGLE AND GET BUSTED FOR CHEATING.

Note on Disabilities and Other Required Accommodations

If you have a documented physical, learning or other disability, I will make appropriate accommodations. Please contact me so that we can discuss these arrangements. Also, if you believe you need help, please contact me and I will help you navigate the university's bureaucracy to obtain a formal dispensation. Please do not hesitate to seek help from me or others in the program or university. Please consider us as your allies in your educational experiences. You can find additional information about this at the Disability Support Services' webpage:

<https://academicsupport.georgetown.edu/disability>

Note on Religious Obligations

If you anticipate any conflicts between the schedule in this syllabus and your religious obligations, please inform me so that we can make alternate arrangements. (Do not presume that I will know your religious observance habits based upon your name.)

Plan for Class Continuity During University Closures

The Washington D.C. metropolitan area can experience severe weather. In some cases, the University will close the campus. Given that our classes meet once a week and given your varied schedules, it is nearly impossible to reschedule a cancelled class. ***For these reasons, classes will NOT be cancelled when the university is closed.***

Please login into Zoom through the link provided on Canvas.

University Code of Student Conduct

Student conduct is prescribed by the CODE OF STUDENT CONDUCT, available here: <https://studentconduct.georgetown.edu/code-of-student-conduct>. I expect students to comport themselves accordingly.

University Policy on Equal Opportunity and Non-Discrimination in Education

Georgetown University's Center for Securities Studies (CSS) and the Security Studies Program supports the University's commitment to diversity. The University has a policy on Equal Opportunity and Non-Discrimination in Education. Additionally, the University considers acts of hate and bias unacceptable and antithetical to its commitment to an inclusive and respectful community.

Students who have concerns about treatment that they have experienced are encouraged to discuss these concerns with the director of SSP. You may also reach out to the representative of the Office of Institutional Diversity, Equity & Affirmative Action (IDEAA).

Students who want to pursue a formal complaint of discrimination may do so by contacting IDEAA: (<http://ideaa.georgetown.edu>). Additionally, students may report concerns of hate and bias at <http://biasreporting.georgetown.edu/>. A member of the Hate & Bias team will discuss your concerns with you.

Course Outline

Week 1: Chapter 11: Past Perfective for Intransitive Verbs

Week 2: Chapter 11: Past Perfective for Transitive Verbs Homework due before class

Week 3: Chapter 12 (12.1, 12.2) Quiz #1 and homework due before class.

Week 4: Chapter 12 (12.3-12.5) Homework due before class

Week 5: Chapter 13 (13.1, 13.4) Correlative Constructions Quiz #2 Homework due before class

Week 6: Chapter 13 (13.2, 13.3, 13.5, 13.6) Homework due before class

Week 7: Chapter 14 (14.1, 14.2) The Passive Quiz #3 and homework due before class.

Week 8: Chapter 14 (Ch 14.3-14.4) Verbal constructions Homework due before class

Week 9: Chapter 14 (14.5-14.8 More correlative constructions) Homework due before class

Week 10: Chapter 15 (Ch. 15.1-15.3 "Actions that continue") Quiz #4 and homework due before class.

Week 11: Chapter 15 (Ch. 15.4-15.7) Homework due before class

Week 12: Chapter 16 Quiz #5 and homework due before class.

Week 13: Chapter 17 Quiz #6 and homework due before class.

Week14: Chapter 18 Quiz #7 and homework due before class.

Chapter 18 homework and Quiz #8 due on 6 December.

Final Project Due: 15 December at 5 pm.

Grade Scale

Grade	GPA	100 pt.	Description for Grade Scale of Final Project
A	4.0	93-100	Brilliant; superlative writing/translation skills evident in final project.
A-	3.67	90-92	Excellent work; superb writing/translation skills evident in final project.
B+	3.33	87-89	Very good; fine writing/translation skills evident in final project.
B	3.0	83-86	Good; sound writing/translation skills evident in final project.
B-	2.67	80-82	Satisfactory; basic skills apparent from exposition.
C+	2.33	77-79	Average
C	2.0	73-76	Below average
F	0.0	0-72	Totally unsatisfactory

After reading this syllabus, you should be in no doubt about class policies and assignments. If you have any remaining questions, I strongly encourage you to contact me as soon as possible.

Please sign the below statement and return this page on our second day of class.

I have carefully read the syllabus for SEST 573-01 Security Issues in South Asia and understand its contents.

Printed Name

Signature

Date