

South Asian Languages and Civilizations

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Program of Study

The Department of South Asian Languages and Civilizations offers a concentration leading to a B.A. to students whose primary interests lie in language and literature. Students whose interest in South Asia is more general should consult the concentration listing under South Asian Studies.

Program Requirements

Prior to starting the concentration program, students must take two courses from SALC 20100-20200-20300 and demonstrate competence in a South Asian Language equivalent to one year of study. The South Asian Civilization sequence will meet the civilization studies requirement in general education. The concentration program consists of at least three courses in a South Asian language at or above the intermediate level and six additional courses on South Asia. Students currently may concentrate in Bangla (Bengali), Hindi, Sanskrit, Tamil, and Urdu. Any courses offered in the department may be used to meet the requirement of six additional courses on South Asia, although only three of the six may be language courses; courses offered in other departments may also be used in this respect, upon prior approval of the departmental adviser.

Summary of Requirements

College Language Requirement		<i>demonstrated competence in a South Asian language equivalent to one year of study</i>
General Education	2	SALC 20100 -20200
Concentration	3	courses in a second-year (or higher) South Asian language*
	$\frac{6}{9}$	courses on South Asia

* Credit may not be granted by examination. Courses must be taken at the University of Chicago.

Honors. The decision of the award of honors is not made on the basis of any formal program. Students who wish to be considered for honors should consult the departmental adviser at the beginning of their fourth year. Students who graduate with honors must write a B.A. paper of the highest quality.

Grading. Students concentrating in South Asian Languages and Civilizations must take a letter grade in all courses used to meet concentration requirements. A letter grade must be taken in all language courses.

Faculty

M. Alam, E. Bashir, D. Chakrabarty, S. Collins, W. Doniger, R. B. Inden, N. Jordan, S. Kaliappan, M. Kapstein, L. McCrea, M. Mishra, S. Pollock, V. Ritter, C. B. Seely

Courses

South Asian Languages and Civilizations

20100-20200. Introduction to the Civilization of South Asia I, II. (=ANTH 24101-24102, HIST 10800-10900, SASC 20000-20100, SOSC 23000-23100) *PQ: Completion of the general education requirement in social sciences. Must be taken in sequence. This course meets the general education requirement in civilization studies.* This sequence of courses provides an introduction to core themes in the formation of culture and society in South Asia colonialism. In the Autumn Quarter, readings selected mainly from Sanskrit and vernacular sources address ideas and practices relating to space, time self power, language, love, beauty, death, and spirit. The Winter Quarter focuses on Islam in South Asia, Hindi-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe. *S. Pollock, Autumn; M. Alam, Winter.*

20500/30500. Film in India. (=ANTH 20600/31100, CMST 24100, HIST 26700/36700) *Some knowledge of Hindi helpful but not required.* For course description, see History. Films subtitled in English. *One film screening a week required. R. Inden. Autumn.*

20700. Critics of Colonialism: Gandhi and Fanon. (=HIST 26600/36600) This course discusses texts by Gandhi and Fanon and critical and historical commentaries on them. *D. Chakrabarty. Spring.*

20901/30901. Indian Philosophy I: Origins and Orientations. (=DVHR 30200, DVPR 30200, HREL 30200, RLST 24201) A survey of the origins of Indian philosophical thought, emphasizing the Vedas, Upanisads, and early Buddhist literature. Topics include concepts of causality and freedom, the nature of the self and ultimate reality, and the relationship between philosophical thought and ritual or ascetic religious practice. *M. Kapstein. Autumn.*

20902/30902. Indian Philosophy II: The Classical Traditions. (=DVHR 30300, DVPR 30300, HREL 30300, RLST 24202) *PQ: SALC 20901/30901.* Continuing and building upon SALC 20901/30901, we focus on the development of the major classical systems of Indian thought. The course

emphasizes Indian logic, epistemology, and philosophy of language. *Winter*.

22601/32601. Tagore, Chatterjee, Dutt: Bangla Literature, Late Nineteenth and Early Twentieth Century. Literary modernity in South Asia begins with the Bengali poet and playwright Michael Madhusudan Dutt (1824 to 1873) Bankim Chandra Chatterjee (1838 to 1894) introduced the novel genre to South Asian literatures. Rabindranath Tagore (1861 to 1941) transformed Bangla poetry and established the short story genre in Bangla during the decade of the 1890s. We read selected works by all three writers, discussing in each case questions of modernity, nationalism, and the nature of South Asian identity. Texts in English. *C. Seely. Spring*.

25701/35701. Religion, Sex, Politics, and Release in Ancient India. (=DVHR 32100, FNDL 23601, RLST 27300, SCTH 35600) For course description, see Religious Studies. Texts in English. *W. Doniger. Autumn*.

25900/35900. Mythologies of Transvestism and Transsexuality. (=DVHR 40800, GNDR 29300, RLST 27400) *PQ: Consent of instructor.* For course description, see Religious Studies. *W. Doniger. Winter*.

26600. Asian Identities, 1890 to 1945 (=HIST 16600) *Prior knowledge of Asian history not required.* This course explores the different ways in which people throughout Asia came to conceive of an underlying cultural and historical identity shared across the nations of East, South, and Southeast Asia. We explore how this sense of Asian identity was tied to a long tradition of Chinese and Indian cultural influences, but also how it was quite new to the late nineteenth and early twentieth centuries. Focusing on the examples of China, India, and Japan, we examine how conceptions of Asian civilization became central to efforts in the twentieth century to transform the cultural, economic, and political condition of Asian nations and to challenge the power of Europe in the region—culminating on the one hand in international cultural and intellectual exchange, and on the other hand in the anti-colonial ideology of Asian liberation voiced by Japanese imperialism. No prior knowledge of Asian history is required. *A. Sartori. Autumn*.

26700/36700. Approaches to Modern South Asian History. (=HIST 26900/36900) This course concentrates on historiographical debates in modern South Asian history: Cambridge school, nationalist history, feminist history, history of sexuality, Subaltern studies, and other approaches. *D. Chakrabarty. Winter*.

27500/37500. Religion, Society, and Politics in Northern India, ca. 1600 to 1800. *PQ: Knowledge of Indian history and consent of instructor.* This course is intended to examine the relations between religion, society, and politics in Northern India in the four centuries after the Turkish conquest. It looks at the high period of Delhi Sultanate as well as the period of the fragmentations of political domains in the fifteenth century leading the reconsolidation under the Mughals. *M. Alam. Spring*.

29000. Introduction to the Study of Tibetan Civilization. Tibetan civilization, with continuous history of more than a millennium, has enjoyed a unique position in the cultural life of Inner Asia. The course surveys current knowledge of Tibet, focusing on Tibetan history, literature, and

religion. The Tibetan cultural situation in contemporary China is among the topics considered. Readings include recent scholarly writings and Tibetan works in translation. *N. Jorden. Winter.*

29600. Asceticism and Civilization: Buddhism, Hinduism, and Jainism. (=RLST 27000) This course begins by looking at the concept of "civilization" and its uses. It then considers asceticism in the light of civilizational theory, taking as its focus the traditions of Buddhism, Hinduism, and Jainism in South and Southeast Asia. They are studied by means of texts and documentary films. The course ends by asking how we might view asceticism as a phenomenon of civilization from a general historical and analytical perspective. *S. Collins. Spring.*

29700. Informal Reading Course. *Students are required to submit the College Reading and Research Course Form.* This individual reading course with faculty may be used for topics not requiring use of a South Asian language, for independent study, and by nonconcentrators wishing to explore a South Asian topic. *Autumn, Winter, Spring.*

Bangla (Bengali)

10100-10200-10300. First-Year Bangla (Bengali) I, II, III. The basic grammar of Bangla is presented; students are expected to be able to read simple graded texts and to speak at the "low intermediate" level by the end of the spring quarter. *C. Seely. Autumn, Winter, Spring.*

20100-20200-20300. Second-Year Bangla (Bengali) I, II, III. *PQ: BANG 10300 or equivalent.* Selected texts from modern Bangla prose and poetry are read in class. Students are expected to be able to read, with the aid of a dictionary, modern Bengali literature and to speak at a "high-intermediate" level by the end of the Spring Quarter. *C. Seely. Autumn, Winter, Spring.*

Hindi

10100-10200-10300. First-Year Hindi I, II, III. This course presents basic grammar of Hindi, the Nagari writing system, conversation practice, oral drill, written exercises, lab work, and simple reading. The Urdu writing system is introduced in the Spring Quarter. *M. Mishra. Autumn, Winter, Spring.*

20100-20200-20300. Second-Year Hindi I, II, III. *PQ: HIND 10300 or equivalent.* The intermediate Hindi course presupposes a knowledge of the basic grammar of Hindi and requires a fair amount of reading and translating Hindi prose, along with discussion of advanced topics in Hindi grammar. Regular attention is given to conversation and composition. Texts in Hindi. *The class meets for three hours a week. M. Mishra. Autumn, Winter, Spring.*

Marathi

10100-10200-10300. First-Year Marathi I, II, III.

Pali

10100-10200-10300. First-Year Pali I, II, III. This course is an introduction to the language of the Theravada Buddhist tradition. Essentials of grammar are emphasized, with readings in simpler texts by the end of the first quarter. *S. Collins. Autumn, Winter, Spring.*

20100-20200-20300. Second-Year Pali I, II, III. *PQ: SALC 240-24100-24200 or consent of instructor.* Students in this intermediate Pali course read Pali texts that are chosen in accordance with their interests. The texts read in the introductory course are usually taken from a single, early stratum of Pali literature. The intermediate course takes examples of Pali from different periods and in different styles. Texts in Pali. *S. Collins. Autumn, Winter, Spring.*

Sanskrit

10100-10200-10300. First-Year Sanskrit I, II, III. The first half (about fifteen weeks) of the sequence is spent mastering the reading and writing of the Devanagari script and studying the grammar of the classical Sanskrit language. The remainder of the sequence is devoted to close analytical reading of simple Sanskrit texts, which are used to reinforce the grammatical study done in the first half of the course. The aim is to bring students to the point where they are comfortably able, with the help of a dictionary, to read simple, narrative Sanskrit. Texts in Sanskrit. *Autumn, Winter, Spring.*

20100-20200-20300. Second-Year Sanskrit I, II, III. (SALC 20200=SALC 48400, HREL 36000) *PQ: SANS 10300 or equivalent.* The course begins with a rapid review and consolidation of grammar learned in the introductory course. Reading selections introduce major Sanskrit genres, including verse and prose narrative, lyric poetry, drama, and the intellectual discourse of religion, philosophy, and the sciences. Analysis of the language and style employed in commentatorial texts and practice in reading such texts is also emphasized. *S. Collins, Autumn; W. Doniger, Winter; Staff, Spring.*

Tamil

10100-10200-10300. First-Year Tamil I, II, III. The grammar of modern Tamil and a large amount of basic vocabulary are acquired through emphasis on both the reading and aural comprehension of graded texts (largely tales, myths, and fictional and historical anecdotes) that provide constant contextual reinforcement of the major aspects of grammar and vocabulary. Written, oral, and language lab exercises focus on ensuring accurate conceptual understanding and efficient functional control of these basics. The course also emphasizes development of basic conversational skills. *S. Kaliappan., Staff. Autumn, Winter, Spring.*

20100-20200-20300. Second-Year Tamil I, II, III. *PQ: TAML 10300 or equivalent.* Students engage in the following activities that collectively are designed to promote development of reading, writing, listening, and speaking proficiency: (1) use texts such as folk tales, religious narratives, short stories, and newspaper articles to develop efficient reading comprehension and to learn about conceptual areas of cultural importance;

(2) work with audio tapes, films, and free conversation to develop listening and conversational skills; and (3) complete composition assignments. *S. Kaliappan. Autumn, Winter, Spring.*

Telugu

10100-10200-10300. First-Year Telugu I, II, III.

Tibetan

10100-10200-10300. First-Year Tibetan I, II, III. The Tibetan language, with a history going back more than a thousand years, is one of Asia's major literary languages. At the present time, it is the first language of close to seven million people in the Tibetan regions of China, and in India, Nepal, and Bhutan. This introductory course covers the script and pronunciation, the grammar of the modern Lhasa dialect, and basic reading and speaking skills. *N. Jorden. Autumn, Winter, Spring.*

20100-20200-20300. Second-Year Tibetan I, II, III. *PQ: TBTN 10300 or equivalent, or consent of instructor.* This intermediate course covers second-level pronunciation and grammar of the modern Lhasa dialect, and intermediate-level reading and speaking skills. *N. Jorden. Autumn, Winter, Spring.*

38000-38100-38200. Readings in Classical Tibetan I, II, III. *Autumn, Winter, Spring.*

Urdu

10100-10200-10300. First-Year Urdu I, II, III. This three-quarter sequence presents the basic grammar and vocabulary of Urdu, a language spoken by thirty-five million people in South Asia and one of the official languages of Pakistan. The text used is C. M. Naim's *Introductory Urdu* and the emphasis is on the written language. *E. Bashir. Autumn, Winter, Spring.*

20100-20200-20300. Second-Year Urdu I, II, III. *PQ: URDU 10300 or equivalent.* This is a continuation of URDU 10100-10200-10300. *E. Bashir. Autumn, Winter, Spring.*