

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 a two-quarter sequence "Introduction to the Civilization of South Asia" (SALC 20100-20200) 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>
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General Education	SALC 20100 -20200
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Concentration	3	courses in a second-year (or higher) South Asian language*
	<u>6</u>	courses on South Asia
	9	

* 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 quality grade in all courses used to meet concentration requirements. A quality grade must be taken in all language courses.

Faculty

M. Alam, E. Bashir, D. Chakrabarty, S. Collins, V. Devi, W. Doniger, P. Engblom, R. B. Inden, N. Jorden, M. Kapstein, J. Lindholm, S. Pollock, V. Ritter, C. B. Seely

Courses

South Asian Languages and Civilizations (SALC)

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 sequence meets the general education requirement in civilization studies.* Using a variety of disciplinary approaches, this sequence familiarizes students with some of the important textual, institutional, and historical ideas and experiences that have constituted “civilization” in South Asia. Topics in the Autumn Quarter include European and American representations of South Asia, its place in world history as a “Third World” or “underdeveloped” country, Gandhi and Nehru’s visions of modernity, India’s recent repositioning in the global economy as a consumer society, and its popular movements (women’s, rural, tribal, urban slum, Dalit). Topics in the Winter Quarter include urban and rural ways of life and the place of film and television in cultural life. *R. Inden. Autumn, Winter.*

20400/48200. The Mahabharata in English Translation. (=FNDL 24400, HREL 35000, RLST 26800) A reading of the *Mahabharata* in English translation (van Buitenen, Narasimhan, P. C. Roy, and Doniger), with special attention to issues of mythology, feminism, and theodicy. *W. Doniger. Winter.*

20500/30500. Film in India. (=ANTH 20600/31100, CMST 24100, HIST 26700/36700) *Some knowledge of Hindi helpful but not required.* This course considers film-related activities from just before Independence (1947) down to the present. Emphasis is placed on the reconstruction of film-related activities that can be taken as life practices from the standpoint of “elites” and “masses,” “middle classes,” men and women, people in cities and villages, governmental institutions, businesses, and “the nation.” The course relies on people’s notions of the everyday, festive days, paradise, arcadia, and utopia to pose questions about how people try to realize their wishes and themselves through film. All films with English subtitles. *One film screening a week required. R. Inden. Autumn.*

20701. Postcolonial Theory. (=HIST 26001/36001) This introductory course discusses “colonial discourse analysis” and postcolonial theory and critiques thereof. We also investigate the impact of postcolonial criticism on different disciplines in the humanities and the social sciences. *D. Chakrabarty. Autumn.*

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. *Winter.*

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. *M. Kapstein. Spring.*

22602/32602 Literature of Bengal: M. M. Dutt and Nineteenth-Century Bengali Identity. In Calcutta during the nineteenth century, various forces shaped (or tried to shape) identities, such as what it meant to be Bengali. Thomas Babington Macaulay, in his “Minute on Education of 1835,” was probably the most straightforward in his expressed goals: to create “a class of person, Indian in blood and colour, but English in taste, in opinions, in morals and in intellect.” What does it mean to be Indian in blood? Does hemoglobin carry cultural traits? Clearly not. What does it mean to be English in taste and morals? Did those incarcerated in the Clink epitomize Macaulayan English morals? Clearly not. The course considers what were Bengali identities during the nineteenth century in Calcutta, focusing on Michael Madhusudan Dutt (1824 to 1873). All readings in English. *C. Seely. Spring.*

25701/35701. Religion, Sex, Politics, and Release in Ancient India. (=FNDL 23601, HREL 32200, RLST 27300, SCTH 35600) A study of the four goals of human life (purusharthas) in classical Hinduism with readings in the *Laws of Manu*, the *Kamasutra*, the *Arthashastra*, and the *Upanishads*. Texts in English. *W. Doniger. Winter.*

26701/36701. Introduction to Modern South Asian History. (=HIST 26900) 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.*

27701/37701. Mughal, India: Tradition and Transition. *PQ: Advanced standing and consent of instructor. Prior knowledge of appropriate history and secondary literature.* The focus of this course is on the period of Mughal rule during the late sixteenth, seventeenth, and eighteenth centuries, especially on selected issues that have been at the center of historiographical debate in the past decades. We discuss some of the major texts on the basis of which Mughal legitimacy was defined and defended in the period and examine the efforts in the eighteenth century to define a stable basis for

Mughal rule after the challenges posed from the outside and the provinces. *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.*

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) (BANG)

10100-10200-10300. First-Year Bangla (Bengali) I, II, III. *PQ: BANG 10300 or equivalent.* The basic grammar of Bangla is presented. Students are expected to be able to read simple graded texts and to speak at a “low-intermediate” level by the end of Spring Quarter. *C. Seely. Autumn, Winter, Spring. Not offered 2003-04; will be offered 2004-05.*

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 Spring Quarter. *C. Seely. Autumn, Winter, Spring.*

Hindi (HIND)

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 (MARA)

10100-10200-10300. First-Year Marathi, I, II, III. This course follows the newly developed textbook *Marathi in Context* in its focus on developing the basic skills (comprehension, speaking, reading, and writing) of Marathi language use. It covers all the fundamentals of Marathi grammar, but only as they are encountered in context within a wide array of social and conversational “situations.” *P. Engblom. Autumn, Winter, Spring.*

20100-20200-20300. Second-Year Marathi, I, II, III. *PQ: MARA 10300 or equivalent.* This course significantly extends both the breadth and depth of the social and conversational situations introduced in the first year and includes numerous readings. It covers all the grammar required for reading most kinds of modern Marathi prose texts. *Autumn, Winter, Spring.*

Pali (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: PALI 10300 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 (SANS)

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; W. Doniger, Spring.*

Tamil (TAML)

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. *N. Cutler, 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. *N. Cutler, Staff. Autumn, Winter, Spring.*

Telugu (TLGU)

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

20100-20200-20300. Second-Year Telugu I, II, III.

Tibetan (TBTN)

10100-10200-10300. First-Year Tibetan I, II, III. The Tibetan language, with a history going back more than one 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, as well as 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 (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.*