

# South Asian Languages and Civilizations

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## Program of Study

The Department of South Asian Languages and Civilizations (SALC) offers a major leading to a B.A. in the Humanities Collegiate Division. The social sciences are integrated into our program through the civilization sequence, and courses in the social sciences and religious studies are usually included in the student's program of study. The student majoring in SALC will gain a broad knowledge of the literature and history of the South Asian subcontinent (i.e., Bangladesh, India, Nepal, Pakistan, Sri Lanka), and proficiency in at least one South Asian language that is equivalent to two years of study or greater. Students currently may study Bangla (Bengali), Hindi, Malayalam, Marathi, Pali, Sanskrit, Tamil, Telugu, Tibetan, or Urdu. As part of their course of study, students are encouraged to participate in a study abroad program in South Asia such as the South Asian Civilization in India sequence (Pune program). The SALC curriculum will develop the student's skills in formulating analyses of various types of texts (i.e., historical, literary, filmic); the student will also engage with social scientific approaches to South Asian cultures. The thorough area knowledge of South Asian arts, culture, history, and politics, and the critical and linguistic skills developed through the SALC degree, may prepare a student for any number of careers.

Students in other fields of study may also complete a minor in SALC. Information follows the description of the major.

## Program Requirements

Ideally, the student will begin the degree requirements with the two quarter sequence, Introduction to the Civilization of South Asia (SALC 20100-20200), and demonstrate competence in a South Asian language, through course work or exam, equivalent to one year of study. SALC 20100-20200 meets the general education requirement in civilization studies, as does SOSC 23004-23005-23006 (South Asian Civilization in India) which is taught in Pune. The College's language competence requirement may be satisfied by demonstrated competency equivalent to one year of study of a South Asian language offered through SALC.

The major further requires three courses in a language offered through SALC at the second-year level or higher. These courses must be taken at the University of Chicago, and credit may not be granted by examination. Finally, the major requires six additional courses. These courses may be (1) listed as SALC courses or as one of the SALC languages (e.g., Bangla [Bengali], Hindi); or (2) courses focused on South Asia that originate in other departments (subject to the approval of the SALC adviser). Only three of these six additional courses may be language courses. Students should choose courses in consultation with the SALC adviser.

### Summary of Requirements

0–2	SALC 20100-20200/SOSC 23004-23005*
3	courses in a second-year (or higher) South Asian language**
<u>6</u>	courses on South Asia***
9–11	

\* *Two courses if the sequence has not been taken to meet the general education requirement in civilization studies; zero courses if the sequence has been taken to meet the general education requirement in civilization studies.*

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

\*\*\* *Up to three of these courses may be language courses.*

**Sample Programs.** The following groups of courses would comprise a major.

SALC 20100-20200. Introduction to the Civilization of South Asia  
 SALC 20800. Music of South Asia  
 SALC 28700. State in India  
 SALC 29000. Introduction to Tibetan Civilization  
 TBTN 20100-20200-20300. Second-Year Tibetan  
 URDU 10100-10200-10300. First-Year Urdu

ANTH 21407. Practice of Anthropology  
 BANG 30100-30200-30300. Third-Year Bangla  
 SALC 20100-20200. Introduction to the Civilization of South Asia  
 SALC 20901-20902. Indian Philosophy  
 SALC 23002. Gender and Literature in South Asia  
 SALC 29800. B.A. Paper

ECON 25500. Topics in Economic Growth and Development  
 HIND 20100-20200-20300. Second-Year Hindi  
 SALC 29900. Informal Reading Course  
 SOCI 20102. Social Change  
 SOSC 23004-23005-23006. South Asian Civilization in India  
 (Pune program)

**Honors.** To be eligible for honors, students must (1) maintain an overall GPA of 3.0 or higher, (2) maintain a departmental GPA of 3.3 or higher, and (3) complete a B.A. paper of superior quality.

In order to be eligible to write a B.A. paper in SALC, students must meet the first two requirements by Winter Quarter of their third year (students must provide the SALC adviser with the degree program sheet obtained from their College adviser). In Winter Quarter of their third year, the student will arrange to work with a SALC faculty member or a faculty member in the Committee on South Asian Studies (see lists at <http://southasia.uchicago.edu/faccont.htm>) for two quarters of the following year. It is the student's responsibility to locate and make an arrangement with an appropriate faculty member, who will be in residence during the student's fourth year.

Students will research, discuss, and write the B.A. paper in the context of SALC 29800-29801-29802. Students register for two of these courses in their fourth year. Credit toward the major is given for the second quarter of enrollment: SALC 29801 if the student also registered for SALC 29800; SALC 29802 if the student is also registered for SALC 29800 or 29801. The second quarter of enrollment is also the quarter in which the paper must be submitted.

The B.A. paper must be substantively different from any paper submitted to any other department, for honors or otherwise, and must be judged to be superior by the faculty adviser and a second SALC faculty reader.

**Grading.** Students pursuing a major or minor in South Asian Languages and Civilizations must take a quality grade in all courses used to meet department requirements. More than half of the requirements must be met by courses bearing University of Chicago course numbers.

### Minor Program in South Asian Languages and Civilizations

The minor program in South Asian Languages and Civilizations requires a total of six or seven courses, depending on whether the Introduction to South Asian Civilizations sequence (SALC 20100-20200) or two quarters of the South Asian Civilization in India sequence taught in Pune (SOSC 23004-23005-23006) are used to meet the general education requirement or to meet the minor program. If SALC 20100-20200 or SOSC 23004-23005-23006 are not used to meet the general education requirement, two quarters must be included in the minor for a total of seven courses.

Students choose courses in consultation with the SALC adviser. Requirements include:

(1) Two quarters of Introduction to the Civilization of South Asia (SALC 20100-20200), or two quarters of South Asian Civilization in India (SOSC 23004-23005-23006), if not used to meet the general education requirement in

civilization studies. If either sequence has been used to meet the general education requirement, then one course related to South Asian civilizations that is approved by the SALC adviser will substitute for this requirement.

(2) Three University of Chicago courses in a language offered through the SALC Department. Credit may not be granted by examination.

(3) Two additional courses either (1) listed as SALC courses or as one of the SALC languages (e.g., Bangla [Bengali], Hindi), or (2) focused on South Asia that originate in other departments (subject to approval of SALC adviser).

Students must receive the approval of the SALC adviser on a form obtained from their College adviser and returned to their adviser by the end of Spring Quarter of their third year.

Courses in the minor (1) may not be double counted with the student's major(s) or with other minors; or (2) may not be double counted toward general education requirements. Courses in the minor must be taken for quality grades, and more than half of the requirements for the minor must be met by registering for courses bearing University of Chicago course numbers. The following groups of courses would comprise a minor.

#### *Six-Course SALC Sample Minors*

BANG 10100-10200-10300. First-Year Bengla (three courses)  
 SALC 20500. Film in India (one course)  
 SALC 20701. Post-colonial Theory (one course)  
 SALC 22600. Literature of Bengal (one course)

MARA 10100-10200. First-Year Marathi (two courses)  
 SALC 25702. Storytelling in India (one course)  
 SANS 10100-10200-10300. First-Year Sanskrit (three courses)

#### *Seven-Course SALC Sample Minors*

SALC 20100-20200. Introduction to the Civilization of South Asia  
 (two courses)  
 SALC 27701. Mughal, India (one course)  
 SALC 38201. Thai Buddhism (one course)  
 TAML 20100-20200-20300. First-Year Tamil (three courses)

HIND 10100-10200-10300. First-Year Hindi  
 (three courses; first quarter in Pune)  
 SOSC 23004-23005-23006. South Asian Civilization in India  
 (Pune program) (three courses)  
 SALC 26700. Introduction to Modern South Asian History (one course)

**Pune Program: South Asian Civilization in India (SOSC 23004-23005-23006).** One of the College's study abroad programs that meet the general education requirement in civilization studies, the Autumn Quarter program in Pune (Poona) is devoted to the study of South Asian history and culture. It is built upon a three-course civilization sequence examining the history, culture, and society of the South Asian subcontinent through course work, field studies, and direct experience. During the first seven weeks of the quarter, the program will be based in the city of Pune where students will complete two courses and participate in expeditions to nearby cultural and historical sites.

In addition to the civilization sequence, students take a fourth course in Hindi during the first seven weeks of the quarter. For students with no prior experience in South Asian languages, this course is designed to facilitate their access to local culture and to provide a basis for further study. Advanced sections will be held for those students with prior course work or experience in Hindi.

Students participating in the Pune Program receive three credits for the civilization sequence, which meets the general education requirement in civilization studies. Students who have already met the civilization studies requirement may use these credits as electives. One credit will be received for the Hindi language course. Course titles, units of credit, and grades will be placed on the Chicago transcript.

For further details, consult the Study Abroad Web site (<http://study-abroad.uchicago.edu/programs/pune.html>). For more information about this and other study abroad programs, contact Lewis Fortner, Director of Study Abroad, at [fortner@uchicago.edu](mailto:fortner@uchicago.edu). For information on other study abroad programs in South Asia, contact the SALC adviser.

## Faculty

M. Alam, E. Bashir, Y. Bronner, D. Chakrabarty, S. Collins, W. Doniger, S. Ebeling, P. Engblom, J. Grunebaum, N. Jorden, V. Katikaneni, N. Kommattam, J. Lindholm, R. Majumdar, V. Ritter, U. Stark

## 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) *Must be taken in sequence. This course meets the general education requirement in civilization studies.* This sequence introduces core themes in the formation of culture and society in South Asia before colonialism. The Winter Quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe. The Spring Quarter analyzes the colonial period (i.e., reform movements, the rise of nationalism, communalism, caste, and other identity movements) up to the independence and partition of India. *M. Alam, Winter; R. Majumdar, Spring.*

**20700. Critics of Colonialism: Gandhi and Fanon.** (=CRPC 26600, HIST 26600/36600) This course is devoted to discussing some primary texts by Gandhi and Fanon on colonialism and commentaries on them. *D. Chakrabarty. Spring.*

**20800/30800. Music of South Asia.** (=MUSI 23700/33700, RLST 27700) *PQ: Any 10000-level music course or consent of instructor.* This course examines the music of South Asia as an aesthetic domain with both unity and particularity in the region. The unity of the North and South Indian classical traditions is treated historically and analytically, with special emphasis placed on correlating their musical and mythological aspects. The classical traditions are contrasted with regional, tribal, and folk music with respect to fundamental conceptualizations of music and the roles it plays in society. In addition, the repertoires of Pakistan, Afghanistan, Sri Lanka, and states and nations bordering the region are covered. Music is also considered as a component of myth, religion, popular culture, and the confrontation with modernity. *P. Boblman. Winter.*

**22900. Performance and Politics in India.** (=ANTH 22910/42900) With the explosion of commercial media in India during the last twenty years, much attention has been given to the relationship between political action and mass media. This seminar considers and pushes beyond such recent instances as the alleged complicity between the televised “Ramayana” and the rise of a violently intolerant Hindu nationalism. We consider the potentials and entailments of various forms of mediation and performance for political action on the subcontinent, from “classical” textual sources, through “folk” traditions and “progressive” dramatic practice, to contemporary skirmishes over “obscenity” in commercial films. *W. T. S. Mazzarella. Offered 2008–09; not offered 2007–08.*

**23002/33002. Gender and Literature in South Asia.** (=CMLT 23500, GNDR 23001/33001) *Prior knowledge of South Asia not required.* This course investigates representations of gender and sexuality, especially of females and “the feminine” in South Asian literature (i.e., from areas now included in the nations of Bangladesh, India, Nepal, Pakistan, and Sri Lanka). Topics include classical Indian literature and sexual motifs, the female voice as a devotional/literary stance, gendered nationalism, the feminist movements, class and gender, and women’s songs. Texts in English. *V. Ritter. Spring.*

**23900. Philosophical Education in Indo-Tibetan Buddhism.** *D. Arnold. Autumn.*

**29800-29801-29802. B.A. Paper.** *PQ: Eligibility for honors and consent of faculty supervisor and SALC adviser.* Students register for this course for two quarters. One quarter is for directed reading; and the second quarter is for writing and submission of the B.A. paper, which can be credited toward the SALC major requirements. *Autumn, Winter, Spring.*

**29900-29901-29902. 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 nonmajors wishing to explore a South Asian topic. *Autumn, Winter, Spring.*

**30302. Hinduism: A Chronicle.** (=HREL 35400, RLST 27401) This course is a survey of the history of Hinduism, setting texts in historical contexts. *W. Doniger. Winter.*

**33000/43000. From Gender Critique to Gay Marriage: South Asian Texts and Events.** (=GNDR 27501) *PQ: Consent of instructor.* This is a survey of texts (both primary and secondary) written about women and family from 1810 to 2005. Starting with Rammohun Roy's third treatise on women and property, we move through a series of textual reflections relating to women's rights, or the lack thereof, until the end of the twentieth century. The course ends with questions about the move away from the category of "gender" to "queer" in South Asian context. We end with texts, both written and filmic, that question Section 377 of the Constitution. Writers include Raja Rammohun Roy, Rokeya Sakhawat Hossain, Pandita Ramabai, B. R. Ambedkar, Mlalbari, and Gandhi, as well as the "Towards Equality Report" produced by the Women's Commission in 1976. *R. Majumdar. Spring.*

### Courses: 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 in this course. 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.*

**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.*

### Courses: Hindi (HIND)

**10100-10200-10300. First-Year Hindi I, II, III.** This course presents the basic grammar of Hindi through reading, writing, memorizing, and speaking. We begin with the Devanagari script, and the Urdu script is introduced in Spring Quarter. *A drill section and language lab (one hour each every week) are required in addition to scheduled class time. J. Grunebaum. Autumn, Winter, Spring.*

**20100-20200-20300. Second-Year Hindi I, II, III.** *PQ: HIND 10300 or equivalent.* This 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. *J. Grunebaum. Autumn, Winter, Spring.*

### Courses: 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. *P. Engblom. Autumn, Winter, Spring.*

### Courses: Pali (PALI)

**10100-10200-10300. First-Year Pali I, II, III.** This course introduces 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.*

### Courses: Sanskrit (SANS)

**10100-10200-10300. First-Year Sanskrit I, II, III.** The first half (about fifteen weeks) of this 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 this 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.* This 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 commentarial texts and practice in reading such texts is also emphasized. *S. Collins, Autumn; W. Doniger, Winter; Staff, Spring.*

### Courses: 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 (i.e., largely tales, myths, 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. This course also emphasizes development of basic conversational skills. *J. Lindholm. 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 folktales, 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. *J. Lindholm. Autumn, Winter, Spring.*

### Courses: Telugu (TLGU)

**10100-10200-10300. First-Year Telugu I, II, III.** First-year Telugu is designed to deal with all of the necessary language skills (i.e., speaking, writing, reading, and oral comprehension). The primary goal is to equip students with basic communicative competence in Telugu. By the end of the first quarter, students are expected to be able to carry out day-to-day conversational situations with ease. Through this gradual learning process, students should be capable of reading simple authentic texts. The goal is to tune students to a native speaker's proficiency. *Autumn, Winter, Spring.*

**20100-20200-20300. Second-Year Telugu I, II, III.** *Second-year Telugu is designed to expand the language skills in the four areas of speaking, writing, reading, and oral comprehension. To enhance these skills, students are required to read Telugu texts, according to their academic interests. Students are introduced to a different native speaker every other week as part of a luncheon discussion. Students watch popular Telugu films to gain overall understanding of vernacular cultural attitudes, and they are expected to give weekly oral presentations during the discussion session. Autumn, Winter, Spring.*

**Courses: 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, as well as 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, as well as intermediate-level reading and speaking skills. *N. Jorden. Autumn, Winter, Spring.*

**Courses: Urdu (URDU)**

**10100-10200-10300. First-Year Urdu I, II, III.** *PQ: Prior consent of instructor. Must be taken in sequence.* This three-quarter sequence covers the basic grammar and vocabulary. Spoken by thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. Our text is C. M. Naim's *Introductory Urdu, Volumes I and II*. Students learn to read and write the Urdu script, as well as to compose/write in Urdu. We also emphasize aural skills (i.e., pronunciation, listening, speaking). *E. Bashir. Autumn, Winter, Spring.*

**20100-20200-20300. Second-Year Urdu I, II, III.** *PQ: Prior consent of instructor required; URDU 10300 recommended. This course is a continuation of URDU 10100-10200-10300.* Depending on the students, readings can include selections from various original sources. *E. Bashir. Autumn, Winter, Spring.*