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 BA 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 South Asia (e.g., 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 Civilizations 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

Students must indicate their intent to major in SALC by meeting with the Director of Undergraduate Studies, preferably no later than the beginning of their third year of study and certainly no later than the Winter Quarter of their third year. Students must complete an “Intent to Complete SALC Major” form, which can be obtained from the SALC website or the SALC office, and have it signed by the Director of Undergraduate Studies. Once the major has been declared, students should plan to meet with the Director of Undergraduate Studies once each year to review their plans for completing the program requirements.

Ideally, students will begin the degree requirements with the two quarter sequence, Introduction to the Civilizations of South Asia (SALC 20100-20200), and demonstrate competence in a South Asian language, through course work
or examination, 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 Civilizations 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 bear University of Chicago
course numbers. 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 (i.e., with at least 50
percent South Asia content) that originate in other departments (subject to the
approval of the SALC adviser). Three of these six courses may be language courses
(advanced courses in the language taken to meet the departmental language
requirement or courses in another South Asian language). Students should choose
courses in consultation with the SALC adviser.

Summary of Requirements

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

** These courses must bear University of Chicago course numbers.

*** Three of these six courses may be language courses (advanced courses in the language taken to meet the departmental language requirements, or courses in another South Asian language) and must be taken at the University of Chicago (which may include the South Asian Civilizations program in Pune, India). Advanced language course work taken at other institutions can be evaluated for transfer credit in the major by submitting a petition to the Director of Undergraduate Studies. Before registering for course work elsewhere, students must submit to the Office of the Dean of Students a petition requesting tentative approval for transfer credit.

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

- ANTH 25500. Cultural Politics of Contemporary India
- SALC 20100-20200. Introduction to the Civilizations of South Asia
- SALC 20800. Music of South Asia
- SALC 28700. State in India
- SALC 29000. Introduction to Tibetan Civilization

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 BA paper of superior quality.

In order to be eligible to write a BA paper in SALC, students must meet the
first two requirements by Winter Quarter of their third year. Students must
indicate their intent to earn honors in SALC by meeting with the Director of
Undergraduate Studies no later than the Winter Quarter of their third year of
study. They must complete an “Intent to Earn Honors” form, which can be
obtained from the SALC website or the SALC office. The form must be signed
by the Director of Undergraduate Studies and by the student’s adviser. In Winter
Quarter of their third year, students will arrange to work for two quarters of the
following year with either an SALC faculty member or a faculty member on the
Committee on Southern Asian Studies (see list at southasia.uchicago.edu/people/
faculty.shtml). 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 BA 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 BA 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 by a second faculty reader who is a member of the Committee on Southern Asian Studies.

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 Civilizations in India sequence taught in Pune (SOSC 23004-23005) are used to meet the general education requirement or to meet the minor program. If SALC 20100-20200 or SOSC 23004-23005 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 Civilizations in India (SOSC 23004-23005), 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 courses bearing University of Chicago course numbers in a language offered through the SALC Department.

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. Students must also indicate their intent to minor in SALC with a form obtained from the SALC adviser.

Courses in the minor (1) may not be double counted with the student’s major(s) or with other minors and (2) may not be 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 20700. Criticism of Colonialism (one course)
- SALC 20701. Post-colonial Theory (one course)
- SALC 23900. Philosophical Development in Indo-Tibetan Buddhism (one course)

Seven-Course SALC Sample Minors

- SALC 20100-20200. Introduction to the Civilizations of South Asia (two courses)
- SALC 22900. Performance Politics in India (one course)
- SALC 27701. Mughal India (one course)
- TAML 20100-20200-20300. First-Year Tamil (three courses)

Pune Program: South Asian Civilizations 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. With a population of some four million, Pune is situated on the eastern foothills of the Indian western coastal mountains, or ghats, about one hundred miles southeast of Mumbai. Labeled famously by Jawaharlal Nehru, India’s first prime minister, as “the Oxford and Cambridge of India,” Pune is a major center for Indian art, religion, and higher education—an ideal site for cultural immersion.

In addition to the civilizations 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 civilizations sequence, which meets the general education requirement in civilization studies. Students who have already met the civilization studies requirement may use these credits as SALC electives. One additional course credit for the SALC degree can 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 website (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. For information on other study abroad programs in South Asia, contact the SALC Director of Undergraduate Studies.
Faculty

Courses: South Asian Languages and Civilizations (SALC)

20100-20200. Introduction to the Civilizations of South Asia I, II. (=ANTH 24101-24102, HIST 10800-10900, SASC 20000-20100, SOSC 23000-23100) PQ: These courses must be taken in sequence. This sequence meets the general education requirement in civilization studies. This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. 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.

20507. Indian Cinema: An Introduction. This introductory course on Indian cinema starts with the works of Dadasheb Phalke and then maps out the trajectories taken up by the different cinemas of the subcontinent. It is divided into analyses of "art cinema," "regional cinemas," and "Bollywood." R. Majumdar. Spring.

20702. Colonizations III. (=ANTH 24003, CPRC 24003, HIST 18303, SOSC 24003) This course approaches the concept of civilization from an emphasis on cross-cultural/societal connection and exchange. We explore the dynamics of conquest, slavery, colonialism—and their reciprocal relationships with concepts such as resistance, freedom, and independence—with an eye toward understanding their interlocking role in the making of the modern world. Our focus is on the processes and consequences of decolonization, both in the newly independent nations and the former colonial powers. D. Chakrabarty. Spring.

20703. Writing Postcolonial History. What has postcolonial theory meant to the writing of history? When did postcolonial history writing begin? This course addresses these and other related issues. Starting with the Subaltern Studies collective, we chart the career of postcolonial history writing in such varied fields as medieval studies, histories of colonialism, and gender studies. R. Majumdar. Autumn.

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 repertories of Pakistan, Afghanistan, and Sri Lanka, as well as 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. This course typically is offered in alternate years. K. Mason. Winter.

20901/30901. Indian Philosophy I: Origins and Orientations. (=DVPR 30200, HREL 30200, RLST 24201) This course is 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. D. Arnold. Autumn.

23101/33101. Love, Conjugalilty, and Capital: Intimacy in the Modern World. (=ANTH 21525/32220, CHDV 22212/32212, GNDR 23102) A look at societies in other parts of the world demonstrates that modernity in the realm of love, intimacy, and family often had a different trajectory from the European one. This course surveys ideas and practices surrounding love, marriage, and capital in the modern world. Using a range of theoretical, historical, and anthropological readings, as well as films, the course explores such topics as the emergence of companionate marriage in Europe and the connections between arranged marriage, dowry, love, and money. Case studies are drawn primarily from Europe, India, and Africa. This course typically is offered in alternate years. J. Cole, R. Majumdar. Spring.

24202. Indian Philosophy II: The Classical Traditions. (=DVPR 30300, HREL 30300, SALC 20902/30902) PQ: RLST 24201. Continuing and building upon SALC 20901/30901, this course focuses on the development of the major classical systems of Indian thought. We emphasize Indian logic, epistemology, and philosophy of language. M. Kapstein. Winter.

26703. Colonial Rule in South Asia. (=HIST 26802) This course is a survey of the Colonial period in South Asian History (c. 1757 to 1947), with a particular focus on the imperial technique of rule. D. Chakrabarty. Winter.

27701/37701. Mughal India: Tradition and Transition. (=HIST 26602/36602) 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. M. Alam. Autumn.

27904/47904. Wives, Widows, and Prostitutes: Hindi Literature and the “Women’s Question,” 1870 to 1940. PQ: Consent of instructor based on demonstrated knowledge of Hindi. From the early nineteenth century, the debate on the status of Indian women formed an integral part of the discourse on the
state of civilization, Hindu tradition, and social reform in colonial India. This course explores how Hindi literature of the late nineteenth and early twentieth centuries engaged with the “women’s question.” Caught between middle class conservatism and the urge for social reform, Hindi authors thematized controversial issues (e.g., female education, child marriage, widow remarriage, prostitution) in their fictional and discursive writings. We explore the tensions of a literary and social agenda that advocated the “uplift” of women as a necessary precondition for the progress of the nation, while also expressing patriarchal fears about women’s rights and freedom. Texts in English and the original (in excerpts). U. Stark. Spring.

38300. Hindu Mythology. (=HREL 34700, RLST 27404, SLTH 34700) This course is a survey of the great mythological themes of Hinduism. We begin our reading with the Rg Veda, continue through the Epics and the Puranas, and end with contemporary folk tellings. Texts in English. W. Doniger. Spring.

29800-29801-29802. BA Paper. PQ: Eligibility for honors, and consent of faculty supervisor and SALC adviser. Students register for this sequence for two quarters. One quarter is for directed reading; and the second quarter is for writing and submission of the BA 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 who wish to explore a South Asian topic. Autumn, Winter, Spring

32604/42604. Telugu Literature. This course is meant to familiarize students with one thousand years of uninterrupted literary production in Telugu. We use translations of seminal works from different periods to gain a critical understanding of the growth and development of literature in Telugu. In addition to reading major literary works, we look into historical accounts regarding networks of poets and their readers, patrons, and reading communities that supported poetry. We also learn about the formative influence of other languages of South Asia (e.g., Sanskrit, Tamil, Kannada, Persian, English) on Telugu literature. V. Narayana Rao. Winter.

42501. Many Ramayanas. (=FNDL 22911, HREL 42501, SCTH 40701) PQ: Consent of instructor. This course is a close reading of the great Hindu Epic, the story of Rama’s recovery of his wife, Sita, from the demon Ravana on the island of Lanka, with special attention to the changes in the telling of the story throughout Indian history. Readings are in Paula Richman, Many Ramayanas and Questioning Ramayanas; the Ramayanas of Valmiki, Kampan, Tulsi, and Aubrey Menen; and the Ramajataka, translations including Dutt, Buck, and R. K. Narayan; the Yogavasistha-Maharamayana; and contemporary comic books and films. W. Doniger. Winter.

Courses: Bangla (BENGALI)

10100-10200-10300. First-Year Bangla (Bengali) I, II, III. The basic grammar of Bangla is presented in this sequence. 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. M. Bhaduri. Autumn, Winter, Spring.

20100-20200-20300. Second-Year Bangla (Bengali) I, II, III. PQ: BANG 10300 or comparable level of language skills. 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. M. Bhaduri. Autumn, Winter, Spring.

30100-30200-30300. Third-Year Bangla (Bengali) I, II, III. PQ: BANG 20300 or comparable level of language skills. The first part of this sequence provides an overview of prose and poetry from the fourteenth century to the contemporary period. We then introduce the literary form of Bangla called sādhu bhasa. We also focus on composition around texts, or other types of media, from various periods selected according to the students’ scholarly interests. T. d’Hubert. Autumn, Winter, Spring.

40100-40200-40300. Fourth-Year Bangla (Bengali) I, II, III. PQ: BANG 30300 or comparable level of language skills. One aspect of this course is the study of selected premodern Bangla texts (narrative literature, devotional and courtly poetry, treatises) in their historical context. We propose various readings in the historiography of Bangla literature, philology, and traditional performance of Bangla poetry. Besides, readings in direct connection with the research needs of the students are drawn from all periods and genres. T. d’Hubert. Autumn, Winter, Spring.

Courses: Hindi (HIND)

10100-10200-10300. First-Year Hindi I, II, III. This five-day-a-week sequence presents an introduction to the world’s second most spoken language through reading, writing, listening, memorizing, and speaking. We begin with the Devanagari script, and we then introduce the Urdu script in Winter Quarter. J. Grunebaum. Autumn, Winter, Spring.

20100-20200-20300. Second-Year Hindi I, II, III. PQ: HIND 10300 or comparable level of language skills. This intermediate Hindi sequence presupposes knowledge of the basic grammar of Hindi and requires substantial reading and translating of Hindi prose, alongside exposure to advanced Hindi grammar topics. Regular attention is given to conversation and composition. Texts in Hindi. J. Grunebaum. Autumn, Winter, Spring.


Courses: Malayalam (MALA)

10100-10200-10300. First-Year Malayalam I, II, III. This sequence focuses on building basic reading, writing, speaking, and listening comprehension skills in Malayalam. The Malayalam script is introduced at the beginning of Autumn Quarter. Students are presented a range of materials, including audio and video material. N. Kommattam. Autumn, Winter, Spring.

20100-20200-20300. Second-Year Malayalam I, II, III. PQ: MALA 10100-10200-10300 or comparable level of language skills. This sequence continues to build up student's skills in reading, writing, speaking, and listening comprehension in Malayalam. This sequence transports students beyond basic Malayalam and widens vocabulary/register by providing deeper grammatical knowledge of the more complex levels of language. N. Kommattam. Autumn, Winter, Spring.

MALA 30100-30200-30300 and 40100-40200-40300 are offered based on demand. Interested students should consult with the Director of Undergraduate Studies.

30100-30200-30300. Third-Year Malayalam I, II, III. PQ: MALA 10100-10200-10300 or comparable level of language skills. This sequence typically provides an overview of modern Malayalam literature (starting with the late nineteenth century). We then read actual literature, which enhances the Malayalam skills acquired in the two previous years of basic language study. N. Kommattam.

40100-40200-40300. Fourth Year Malayalam I, II, III. PQ: MALA 30100-30200-30300 or comparable level of language skills. This sequence typically expands the students' familiarity with modern Malayalam literature by concentrating on selected readings from this period. N. Kommattam.

Courses: Marathi (MARA)

10100-10200-10300. First-Year Marathi I, II, III. This course follows the textbook Marathi in Context (with its online supplement Marathi Online) 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 the depth of the social and conversational situations introduced in the first year and includes numerous readings, largely from An Intermediate Marathi Reader. It covers all the grammar required for reading most kinds of modern Marathi prose texts. P. Engblom. Autumn, Winter, Spring.

MARA 30100-30200-30300 and 40100-40200-40300 are offered based on demand. Interested students should consult with the Director of Undergraduate Studies.

30100-30200-30300. Third-Year Marathi I, II, III. PQ: MARA 10300 or equivalent. This course continues to build up student's skills in reading, writing, speaking, and listening comprehension in Marathi. This sequence transports students beyond basic Marathi and widens vocabulary/register by providing deeper grammatical knowledge of the more complex levels of language. N. Kommattam.

40100-40200-40300. Fourth-Year Marathi I, II, III. PQ: MARA 30300 or equivalent. Directed readings are selected (based on student interests and research needs) from the entire range of genres (verse and prose) and periods, excluding Old Marathi (thirteenth and fourteenth centuries), with continuing grammar review and practice in composition and speech. This course typically is offered in alternate years. P. Engblom.

Courses: Pali (PALI)

10100-10200-10300. First-Year Pali I, II, III. This sequence 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 sequence 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.

PALI 30100-30200-30300 and 40100-40200-40300 are offered based on demand. Interested students should consult with the Director of Undergraduate Studies.

30100-30200-30300. Third-Year Pali I, II, III. PQ: PALI 20300 or approval of instructor. S. Collins.

40100-40200-40300. Fourth-Year Pali I, II, III. PQ: PALI 30300 or approval of instructor. Readings are drawn from all styles and periods of Pali literature, in prose and verse, chosen according to student interests. S. Collins.
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. Staff. Autumn, Winter, Spring.

20100-20200-20300. Second-Year Sanskrit I, II, III. (SALC 20200=SALC 48400, HREL 36000) PQ: SANS 10300 or comparable level of language skills. This sequence begins with a rapid review of grammar learned in the introductory course, followed by readings from a variety of Sanskrit texts. The goals are to consolidate grammatical knowledge, expand vocabulary, and gain confidence in reading different styles of Sanskrit independently. Staff. Autumn; W. Doniger, Winter; D. Arnold, Spring.

30100-30200-30300. Third-Year Sanskrit I, II, III. PQ: SANS 20300 or approval of instructor. 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. Y. Bronner, G. Tubb. Autumn, Winter, Spring.

40100-40200-40300. Fourth-Year Sanskrit I, II, III. PQ: SANS 30300 or approval of instructor. The goal of this sequence is to provide students with strong reading expertise in a wide range of Sanskrit texts in literature (poems and plays, verse and prose) and the scientific and philosophical discourses (e.g., grammar, logic, poetic theory, Buddhist thought), and commentarial literature on both. Y. Bronner, G. Tubb. Autumn, Winter, 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 sequence 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 comparable level of language skills. 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.

30100-30200-30300. Third-Year Tamil I, II, III. PQ: TAML 20300 or comparable level of language skills. Prior consent of instructor required. On the basis of a variety of readings, such as short stories, poems, excerpts from novels or non-fiction, this course addresses those issues of modern written Tamil grammar which have not been covered during the previous two years. Readings are typically selected with a view to providing important cultural information, and they are supplemented by film clips and other media. Class content may be chosen or adapted based on particular student needs. Further work on listening and speaking proficiency is also part of the course. Based on prior consultation with instructor regarding placement, this course might be an appropriate starting point for speakers of Tamil with previous knowledge (e.g., heritage students). S. Ebeling. Autumn, Winter, Spring.

40100-40200-40300. Fourth-Year Tamil I, II, III. PQ: TAML 30300 or comparable level of language skills. Native or heritage speakers of Tamil are required to have a solid knowledge of modern Tamil grammar. All students must obtain prior consent of instructor. This course typically includes an introduction to Classical Tamil grammar and literature, with sample readings reaching from the oldest known Tamil literature (Sangam poetry) via bhakti poems to the magnificent courtly compositions of the high and late medieval periods. Various other types of linguistic variation may also be studied, e.g. inscripional Tamil or dialects/ regional language registers. Depending on the students’ needs, an overview of Tamil literary history is also given. S. Ebeling. 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, 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. PQ: TLGU 10300 or comparable level of language skills. 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.

TLGU 30100-30200-30300, 30400-30500-30600, and 40100-40200-40300 are offered based on demand. Interested students should consult with the Director of Undergraduate Studies.

30100-30200-30300. Third-Year Telugu I, II, III. PQ: TLGU 20300 or comparable level of language skills. This sequence advances into selections from modern literary texts in different genres and essays of Telugu on various subjects, including history, political science, and religion. Speaking skills should reach near-native fluency. The goal is to make students understand native conversation with ease, including modern movies. Texts include selections from modern novels, short stories, modern poetry, and drama. Students are required to write essays in Telugu and converse with native speakers. V. Narayana Rao.

30400-30500-30600. Classical Telugu I, II, III. PQ: At least two years of Sanskrit and knowledge of Telugu script. This course is for students who want to familiarize themselves with classical texts from pre-modern times. Texts include selections from Srinatha, Peddana, Krishnadevaraya, and others including twenty-century poets who wrote in classical Telugu, such as Viswanatha Satyanarayana. V. Narayana Rao.

40100-40200-40300. Fourth-Year Telugu I, II, III. PQ: TLGU 20300 or comparable level of language skills. This course provides opportunities to students to work on special texts in Telugu, in connection with their areas of specialization of choice. It is assumed that students who enroll in this course already are skilled in speaking, reading and writing. V. Narayana Rao.

Courses: Tibetan (TBTN)

10100-10200-10300. First-Year Tibetan I, II, III. PQ: Consent of instructor. These courses must be taken in sequence. The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods. Staff. Autumn; M. Kapstein, Winter; C. Wedemeyer, Spring.

40100-40200-40300. Fourth-Year Tibetan I, II, III. PQ: TBTN 30300 or consent of instructor. The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods. Staff. Autumn; M. Kapstein, Winter; C. Wedemeyer, Spring.

Courses: Urdu (URDU)

10100-10200-10300. First-Year Urdu I, II, III. PQ: Consent of instructor. These courses must be taken in sequence. This three-quarter sequence covers 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 and oral skills (i.e., listening, pronunciation, speaking). E. Bashir. Autumn, Winter, Spring.

20100-20200-20300. Second-Year Urdu I, II, III. PQ: Consent of instructor required; URDU 10300 recommended. This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building. Depending on ability levels and interests of the students, readings can include selections from various original sources. E. Bashir. Autumn, Winter, Spring.


URDU 40100-40200-40300 is offered based on demand. Interested students should consult with the Director of Undergraduate Studies.

40100-40200-40300. Fourth-Year Urdu I, II, III. PQ: URDU 30300 or consent of instructor. This third- and fourth-year sequence consists of courses primarily in Urdu prose, meant for students who have already mastered the grammar and control vocabulary past the basic level. The two-year cycle includes passages/selections from noted Urdu writers from the late eighteenth through the twentieth century. The sequence has two major goals. The first goal is to emphasize training in comprehension, reading, writing, philology and discussion (in Urdu). A second goal is to encourage analysis of the widely acknowledged masters of Urdu style by locating them within the larger context of early modern and modern South Asian social and intellectual history. M. Alam.

SALC language courses at all levels are open to undergraduates. Additional advanced courses in all SALC languages are also offered, either on a regular basis or by arrangement with the instructors.