

South Asian Languages and Civilizations

Department Website: <http://salc.uchicago.edu>

Program of Study

The Department of South Asian Languages and Civilizations (SALC) offers an undergraduate 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 a student's program of study. Students 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 one year of study or more. Students currently can 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), and students 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 on the minor follows the description of the major below.

Forms

Students who intend to join the SALC undergraduate program should fill out the appropriate form below and schedule a meeting with the SALC Director of Undergraduate Studies. Additional information about the timeline for completing these forms can be found in the corresponding section below.

Major form: http://salc.uchicago.edu/sites/salc.uchicago.edu/files/SALC_majorform.pdf

Honors form: http://salc.uchicago.edu/sites/salc.uchicago.edu/files/SALC_honorsform.pdf

Minor form: http://salc.uchicago.edu/sites/salc.uchicago.edu/files/SALC_minorform.pdf

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.

Timeline

First and Second Year

- Contact SALC Director of Undergraduate Studies and collect the form for intended minor/major.
- Start taking language, South Asia civilization, and other introductory classes.

Third Year

- Winter Quarter: If pursuing honors in SALC, find SALC faculty member who will act as your BA adviser to begin discussion of a research topic and schedule reading courses to be taken in the Autumn–Winter Quarters of the fourth year (SALC 29800 BA Paper I and SALC 29801 BA Paper II).

Fourth Year

- Autumn Quarter: Update form for departmental records. Submit a copy of the finalized form to your College adviser.
- Autumn–Winter Quarters: Take reading courses with SALC BA adviser.
- Spring Quarter: First week, submission of the BA thesis.

Program Requirements

Ideally, students will begin their study with the two-quarter sequence SALC 20100-20200 Introduction to the Civilizations of South Asia I-II. All SALC majors must take this sequence or the equivalent program taught in Pune, SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III. If this sequence is not used to satisfy the civilization studies general education requirement, then it will count toward the major.

The major requires three courses in a South Asian language at the second-year level or above. These courses must be taken at the University of Chicago, and credit cannot be granted by examination. Students with prior knowledge of one or the languages offered by SALC may take a placement test in order to determine the right level for them to enroll. The College's language competency requirement may be satisfied by demonstrated proficiency equivalent to one year of study of a South Asian language offered through SALC.

Students are also required to take six courses related to South Asia. In addition to SALC offerings, courses with significant South Asian content that originate in other departments may be eligible, subject to the approval of the SALC Director of Undergraduate Studies. Three of these six courses may be language courses, either further courses in the same language or courses in another South Asian language. Students should choose courses in consultation with the SALC Director of Undergraduate Studies and fill out a form indicating what they intend to list for their major requirements.

Summary of Requirements

One of the following two-quarter sequences: *	200
SALC 20100-20200	Introduction to the Civilizations of South Asia I-II
SOSC 23004 & SOSC 23005	South Asian Civ In India-1 and South Asian Civ In India-2
Three courses in a South Asian language at second-year level or above **	300
Six courses related to South Asia ***	600
Total Units	1100

* All SALC majors must take one of these two sequences. If the sequence is being used to satisfy the general education requirement in civilization studies, two additional courses related to South Asia must be substituted into the major.

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

*** May include SALC 29801 BA Paper II, SOSC 23006 South Asian Civ In India-3, and up to three additional language courses (either further study in the same language or courses in another South Asian language). Courses from other departments with significant South Asian content require approval of the Director of Undergraduate Studies.

Sample Major Programs

The following groups of courses would comprise a major.

I. Emphasis on language(s)

SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
TBTN 20100-20200-20300	Second-Year Tibetan I-II-III	300
ANTH 25500	Cultural Politics of Contemporary India	100
SALC 20800	Music of South Asia	100
SALC 28700	The State In India	100
URDU 10100-10200-10300	First-Year Urdu I-II-III	300
Total Units		1100

II. Emphasis on civilization

SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
BANG 30100-30200-30300	Third-Year Bangla (Bengali) I-II-III	300
ANTH 21401	Logic/Practice Of Archaeology	100
SALC 20400	The Mahabharata in English Translation	100
SALC 20901 & SALC 20902	Indian Philosophy I: Origins and Orientations and Indian Philosophy II: The Classical Traditions	200
SALC 23104	Problems in the Study of Gender: Gender, Citizenship, Violence	100
Total Units		1000

Honors

To be eligible for honors, students must:

1. maintain an overall GPA of 3.0 or higher
2. maintain a GPA of 3.3 or higher in courses satisfying major requirements
3. complete a BA thesis of superior quality

In order to be eligible to write a BA thesis in SALC, students must meet the civilization studies sequence and language requirements by the end of their third year. By then, they must also have completed the honors form and returned it to the SALC Director of Undergraduate Studies. In Winter Quarter of their third year, the student will arrange to work with a SALC faculty member for the Autumn and Winter Quarters of the following year. It is the student's responsibility to find and make an arrangement with an appropriate faculty member who will be in residence during the student's fourth year. In consultation with the BA thesis adviser, the student must also suggest the name of a faculty member who will act as a second reader.

Students will research, discuss, and write the BA thesis in the context of SALC 29800 BA Paper I and SALC 29801 BA Paper II, for which they will register in the Autumn and Winter Quarters of their fourth year. **Students may use SALC 29801 as one of their six content courses in the major.** SALC 29800 will be for general elective credit only.

Two hard copies of the thesis must be submitted to the SALC departmental office, and a PDF version must be sent electronically to the Director of Undergraduate Studies. The deadline for the submission of the thesis is Friday at 5 p.m. in the first week of Spring Quarter.

Minor Program in South Asian Languages and Civilizations

The minor program in South Asian Languages and Civilizations requires a total of seven or six courses, broken down into three categories.

Civilization Studies

All students in the minor are required to take two quarters of SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III (taught in Pune). These two quarters will count toward either the general education requirement in civilization studies or the minor itself. If SALC 20100-20200 Introduction to the Civilizations of South Asia I-II or SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III are *not* used to meet the general education requirement, both courses in the sequence must be included in the minor, for a total of seven courses. If they are counting toward the general education requirement instead, students must seek approval from the SALC Director of Undergraduate Studies to fulfill the requirement in the minor with one additional course related to South Asian civilizations, for a total of six courses.

Language

Three courses in a South Asian language at any level. Credit may not be granted by examination.

Electives

Two additional courses that may either be (a) listed as SALC courses or as one of the SALC languages (e.g., Bangla, Hindi, etc.), or (b) courses focused on South Asia that originate in other departments (subject to the approval of the SALC Director of Undergraduate Studies).

Students choose courses in consultation with the SALC Director of Undergraduate Studies.

Summary of Requirements for the Minor in South Asian Languages and Civilizations

One of the following two-quarter sequences: *	200
SALC 20100-20200	Introduction to the Civilizations of South Asia I-II
SOSC 23004 & SOSC 23005	South Asian Civ In India-1 and South Asian Civ In India-2
Three courses in a South Asian language at any level **	300
Two courses related to South Asia ***	200
Total Units	700

* All students in the minor are required to take one of these two-quarter sequences. Students using one of the sequences to satisfy the general education requirement in civilization studies may not also use it toward the minor. In that case, students must seek approval from the SALC Director of Undergraduate Studies to fulfill the requirement in the minor with one additional course related to South Asian civilizations, for a total of six courses.

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

*** Two additional courses that may either be (a) listed as SALC courses or as one of the SALC languages (e.g., Bangla, Hindi, etc.), or (b) courses focused on South Asia that originate in other departments (subject to the approval of the SALC Director of Undergraduate Studies).

Students must receive the approval of the SALC Director of Undergraduate Studies on a form obtained from their College adviser and return it by the Spring Quarter of their third year. Students must also indicate their intent to minor in SALC with a form obtained from the SALC Director of Undergraduate Studies.

Courses in the minor (1) may not be counted double with the student's major(s) or with other minors and (2) may not be counted double 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.

SALC Sample Minors

The following groups of courses would comprise a minor.

I. Seven-Course SALC Sample Minor

SALC 20100-20200	Introduction to the Civilizations of South Asia I-II	200
TAML 20100-20200-20300	Second-Year Tamil I-II-III	300
SALC 27701	Mughal India: Tradition & Transition	100

SALC 23000	From Gender Critique to Gay Marriage in India	100
Total Units		700

II. Six-Course SALC Sample Minor

SALC 20700	Critics Of Colonialism: Gandhi and Fanon	100
BANG 10100-10200-10300	First-Year Bangla (Bengali) I-II-III	300
SALC 20701	Postcolonial Theory	100
SALC 23900	Philosophical Education in Indo-Tibetan Buddhism	100
Total Units		600

Pune Program: SOSC 23004-23005-23006 South Asian Civilizations in India I-II-III

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 civilizations 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.

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 SALC credits as electives. Two South Asian civilizations courses are required for students in the major or minor, as described above. The additional civilizations course, SOSC 23006 South Asian Civ In India-3, can be used toward other SALC requirements. Course titles, units of credit, and grades will be placed on the Chicago transcript.

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.

Pune is a city of some four million inhabitants, situated on the eastern foothills of the Indian western coastal mountains, or ghats, about 100 miles southeast of Mumbai. Labeled famously by India's first prime minister, Jawaharlal Nehru, as "the Oxford and Cambridge of India," it is a major center for Indian art, religion, and higher education, and an ideal site for cultural immersion.

For further details, consult the Study Abroad website (study-abroad.uchicago.edu/programs/pune-south-asian-civilization-india). For more information about this and other study abroad programs, contact Lauren Schneider, Pune Project Coordinator, at lschneider12@uchicago.edu. For information on other study abroad programs in South Asia, contact the SALC undergraduate adviser.

SALC Language Courses

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.

Graduate-Level Language Courses

Graduate-level language courses that may be open to qualified undergraduates can be found in the Graduate Announcements (<http://graduateannouncements.uchicago.edu/graduate/departmentsouthasianlanguagesandcivilizations>).

Bangla Courses

BANG 10100-10200-10300. First-Year Bangla (Bengali) I-II-III.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

BANG 10100. First-Year Bangla (Bengali) I. 100 Units.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

Instructor(s): Mandira Bhaduri Terms Offered: Autumn

BANG 10200. First-Year Bangla-2. 100 Units.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): BANG 10100 or consent of instructor

BANG 10300. First-Year Bangla-3. 100 Units.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): BANG 10200 or consent of instructor

BANG 10200. First-Year Bangla-2. 100 Units.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): BANG 10100 or consent of instructor

BANG 10300. First-Year Bangla-3. 100 Units.

This sequence concentrates on developing skills in speaking, listening, reading and writing Bangla at the novice and intermediate low levels. It is designed both for scholars who want to do research on Bengal and for those who want to gain proficiency in elementary Bangla for communication purposes. Evaluation will be based on classroom performance, attendance, homework assignments, projects, quizzes and final examination.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): BANG 10200 or consent of instructor

BANG 20100-20200-20300. Second-Year Bangla (Bengali) I-II-III.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

BANG 20100. Second-Year Bangla (Bengali) I. 100 Units.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

Instructor(s): Mandira Bhaduri Terms Offered: Autumn

Prerequisite(s): BANG 10300 or consent of instructor

BANG 20200. Second-Year Bangla-2. 100 Units.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): BANG 20100 or consent of instructor

BANG 20300. Second-Year Bangla-3. 100 Units.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): BANG 20200 or consent of instructor

BANG 20200. Second-Year Bangla-2. 100 Units.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): BANG 20100 or consent of instructor

BANG 20300. Second-Year Bangla-3. 100 Units.

This sequence is a continuation of First-Year Bangla and aims at gaining intermediate high proficiency in the language. Students who have prior knowledge of elementary Bengali can join the course. The course concentrates equally on speaking, listening, reading and writing skills. At the end of the course the learner is supposed to have a command of Bengali language and culture that allows him/her to communicate with native speakers with ease. He/she will have sufficient reading abilities to comprehend non-technical modern texts. Evaluation will be based on classroom performance, homework assignments, projects, tests, and final examination.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): BANG 20200 or consent of instructor

Hindi Courses**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.

HIND 10100. First-Year Hindi I. 100 Units.

This five-day-a-week introductory sequence presents a dynamic, fun, and lively introduction to the world's second most spoken language through intensive conversation, reading, writing, and listening. No prior Hindi knowledge necessary.

Instructor(s): J. Grunebaum Terms Offered: Autumn

HIND 10200. First-Year Hindi II. 100 Units.

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.

Instructor(s): J. Grunebaum Terms Offered: Winter

Prerequisite(s): HIND 10100 or consent of instructor

HIND 10300. First-Year Hindi-3. 100 Units.

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.

Instructor(s): J. Grunebaum Terms Offered: Spring

Prerequisite(s): HIND 10200 or consent of instructor

HIND 10200. First-Year Hindi II. 100 Units.

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.

Instructor(s): J. Grunebaum Terms Offered: Winter

Prerequisite(s): HIND 10100 or consent of instructor

HIND 10300. First-Year Hindi-3. 100 Units.

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.

Instructor(s): J. Grunebaum Terms Offered: Spring

Prerequisite(s): HIND 10200 or consent of instructor

HIND 15001. Elementary Hindi in India. 100 Units.

HIND 15002. Elementary Hindi in India. 100 Units.

HIND 15003. Intermediate Hindi in India. 100 Units.

HIND 15004. Intermediate Hindi in India. 100 Units.

HIND 15005. Advanced Hindi in India. 100 Units.

HIND 15006. Advanced Hindi in India. 100 Units.

HIND 20100-20200-20300. Second-Year Hindi I-II-III.

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.

HIND 20100. Second-Year Hindi I. 100 Units.

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. Prerequisite(s): HIND 10300 or consent of instructor
Instructor(s): J. Grunebaum Terms Offered: Autumn
Prerequisite(s): HIND 10300 or consent of instructor

HIND 20200. Second-Year Hindi II. 100 Units.

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.
Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): HIND 20100 or consent of instructor

HIND 20300. Second-Year Hindi-3. 100 Units.

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.
Instructor(s): J. Grunebaum Terms Offered: Spring
Prerequisite(s): HIND 20200 or consent of instructor

HIND 20200. Second-Year Hindi II. 100 Units.

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.

Instructor(s): Staff Terms Offered: Winter
Prerequisite(s): HIND 20100 or consent of instructor

HIND 20300. Second-Year Hindi-3. 100 Units.

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.

Instructor(s): J. Grunebaum Terms Offered: Spring
Prerequisite(s): HIND 20200 or consent of instructor

Marathi Courses

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

This sequence 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.”

MARA 10100. First -Year Marathi-1. 100 Units.

This sequence 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.”

Instructor(s): P. Engblom Terms Offered: Autumn

MARA 10200. First-Year Marathi-2. 100 Units.

This sequence 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."

Instructor(s): P. Engblom Terms Offered: Winter

Prerequisite(s): MARA 10100 or consent of instructor

MARA 10300. First Year Marathi-3. 100 Units.

This sequence 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."

Instructor(s): P. Engblom Terms Offered: Spring

Prerequisite(s): MARA 10200 or consent of instructor

MARA 10200. First-Year Marathi-2. 100 Units.

This sequence 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."

Instructor(s): P. Engblom Terms Offered: Winter

Prerequisite(s): MARA 10100 or consent of instructor

MARA 10300. First Year Marathi-3. 100 Units.

This sequence 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."

Instructor(s): P. Engblom Terms Offered: Spring

Prerequisite(s): MARA 10200 or consent of instructor

MARA 15001. Elementary Marathi in India. 100 Units.**MARA 15002. Elementary Marathi in India. 100 Units.****MARA 15003. Intermediate Marathi in India. 100 Units.****MARA 15004. Intermediate Marathi in India. 100 Units.****MARA 15005. Advanced Marathi in India. 100 Units.****MARA 15006. Advanced Marathi in India. 100 Units.****MARA 20100-20200-20300. Second-Year Marathi I-II-III.**

This sequence 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.

MARA 20100. Second Year Marathi-1. 100 Units.

This sequence 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. Prerequisite(s): MARA 10300 or consent of instructor

Instructor(s): P. Engblom Terms Offered: Autumn

Prerequisite(s): MARA 10300 or consent of instructor

MARA 20200. Second-Year Marathi-2. 100 Units.

This sequence 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.

Instructor(s): P. Engblom Terms Offered: Winter

Prerequisite(s): MARA 20100 or consent of instructor

MARA 20300. Second-Year Marathi-3. 100 Units.

This sequence 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.

Instructor(s): P. Engblom Terms Offered: Spring

Prerequisite(s): MARA 20200 or consent of instructor

MARA 20200. Second-Year Marathi-2. 100 Units.

This sequence 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.

Instructor(s): P. Engblom Terms Offered: Winter

Prerequisite(s): MARA 20100 or consent of instructor

MARA 20300. Second-Year Marathi-3. 100 Units.

This sequence 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.

Instructor(s): P. Engblom Terms Offered: Spring

Prerequisite(s): MARA 20200 or consent of instructor

Pali Courses

PALI 20100-20200-20300. Second-Year Pali I-II-III.

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.

PALI 20100. Second-Year Pali-1. 100 Units.

No description available.

Instructor(s): S. Collins Terms Offered: Winter

Prerequisite(s): PALI 10300 or consent of instructor

PALI 20200. Second-Year Pali-2. 100 Units.

Instructor(s): S. Collins Terms Offered: Spring

Prerequisite(s): PALI 20100 or consent of instructor

PALI 20300. Second-Year Pali-3. 100 Units.

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.

Instructor(s): S. Collins Terms Offered: Not offered in 2017-18

Prerequisite(s): PALI 20200 or consent of instructor

PALI 20200. Second-Year Pali-2. 100 Units.

Instructor(s): S. Collins Terms Offered: Spring

Prerequisite(s): PALI 20100 or consent of instructor

PALI 20300. Second-Year Pali-3. 100 Units.

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.

Instructor(s): S. Collins Terms Offered: Not offered in 2017-18

Prerequisite(s): PALI 20200 or consent of instructor

Sanskrit Courses

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.

SANS 10100. First-Year Sanskrit-I. 100 Units.

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.

Instructor(s): Staff Terms Offered: Autumn

SANS 10200. First-Year Sanskrit-2. 100 Units.

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

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SANS 10100 or consent of instructor

SANS 10300. First-Year Sanskrit-3. 100 Units.

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

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SANS 10200 or consent of instructor

SANS 10200. First-Year Sanskrit-2. 100 Units.

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

Instructor(s): Staff Terms Offered: Winter

Prerequisite(s): SANS 10100 or consent of instructor

SANS 10300. First-Year Sanskrit-3. 100 Units.

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

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SANS 10200 or consent of instructor

SANS 20100-20200-20300. Second-Year Sanskrit I-II-III.

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.

SANS 20100. Second-Year Sanskrit I. 100 Units.

The intermediate-level Sanskrit sequence will equip students to apply the core grammar concepts that they learned in the introductory course to selected narrative, poetic, dramatic, philosophical, and scholastic texts in Sanskrit. In-class activities and selected assignments that develop skills in writing, speaking, listening, and vocabulary retention will support students' success in reading the text(s) at hand. Students will expand their abilities to apply grammar concepts by bringing increased attention to syntax and morphology. Students will be able to identify major poetic meters. Students will begin to build the skills that they will need to make use of Sanskrit commentarial works. As a whole, the sequence in Intermediate Sanskrit will prepare students to read and analyze Sanskrit texts in a range of literary styles at the advanced level, and to do so with confidence.

Instructor(s): Staff Terms Offered: Autumn

Prerequisite(s): SANS 10300 or consent of instructor

SANS 20200. Second-year Sanskrit: Rdgs. in the Mahabharata. 100 Units.

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. The winter quarter will be a reading of the Mahabharata.

Instructor(s): W. Doniger Terms Offered: Winter

Prerequisite(s): SANS 20100 or consent of instructor

Equivalent Course(s): SALC 48400, HREL 36000

SANS 20300. Second-Year Sanskrit-3. 100 Units.

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. The winter quarter will be a reading of the Mahabharata.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SANS 20200 or consent of instructor

SANS 20200. Second-year Sanskrit: Rdgs. in the Mahabharata. 100 Units.

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. The winter quarter will be a reading of the Mahabharata.

Instructor(s): W. Doniger Terms Offered: Winter

Prerequisite(s): SANS 20100 or consent of instructor

Equivalent Course(s): SALC 48400, HREL 36000

SANS 20300. Second-Year Sanskrit-3. 100 Units.

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. The winter quarter will be a reading of the Mahabharata.

Instructor(s): Staff Terms Offered: Spring

Prerequisite(s): SANS 20200 or consent of instructor

South Asian Languages and Civilizations Courses

SALC 20100-20200. Introduction to the Civilizations of South Asia I-II.

This sequence introduces core themes in the formation of culture and society in South Asia from the early modern period until the present. This sequence meets the general education requirement in civilization studies. These courses must be taken in sequence.

SALC 20100. Introduction to the Civilizations of South Asia I. 100 Units.

The first quarter focuses on Islam in South Asia, Hindu-Muslim interaction, Mughal political and literary traditions, and South Asia's early encounters with Europe.

Instructor(s): M. Alam Terms Offered: Winter

Equivalent Course(s): ANTH 24101, SOSC 23000, HIST 10800, MDVL 20100

SALC 20200. Introduction to the Civilizations of South Asia II. 100 Units.

The second 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.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): SOSC 23100, ANTH 24102, HIST 10900

SALC 20200. Introduction to the Civilizations of South Asia II. 100 Units.

The second 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.

Instructor(s): Dipesh Chakrabarty Terms Offered: Spring

Prerequisite(s): SALC 20100, ANTH 24101, HIST 10800, SASC 20000, SOSC 23000

Equivalent Course(s): SOSC 23100, ANTH 24102, HIST 10900

SALC 20509. Bombay to Bollywood. 100 Units.

This course maps the transformation of the Hindi film industry in India. Starting out as a regional film production center, how did the Bombay film industry and Hindi cinema gain the reputation of being the leader of Indian cinema? This despite the fact that most critical acclaim, by the state and film critics, was reserved for "art cinema." Through an analysis of Hindi films from the 1950s to the present we map the main trends of this complex artistic/ industrial complex to arrive at an understanding of the deep connect between cinema and other social imaginaries.

Instructor(s): R. Majumdar Terms Offered: Winter

Equivalent Course(s): HIST 26709, GNSE 20509, CMST 24107, CMST 34107, HIST 36709, SALC 30509

SALC 20511. Screening India: Bollywood and Beyond. 100 Units.

Cinema is, unarguably, the medium most apposite for thinking through the complexities of democratic politics, especially so in a place like India. While Indian cinema has recently gained international currency through the song and dance ensembles of Bollywood, there remains much more to be said about that body of films. Moreover, Bollywood is a small (though very important) part of Indian cinema. Through a close analysis of a wide range of films in Hindi, Bengali, Kannada, and Urdu, this course will ask if Indian cinema can be thought of as a form of knowledge of the twentieth century.

Instructor(s): R. Majumdar Terms Offered: Spring

Equivalent Course(s): CMST 24112, HIST 26808, SALC 30511, KNOW 24112, HIST 36808, KNOW 34112, CMST 34112

SALC 20608. Beginning Panjabi Studies. 100 Units.

This course is intended for highly motivated students who have a specific interest in learning Panjabi. The course will be at an introductory level and focus on those aspects of the language most needed or wanted by the registered students: reading/ writing (in which script, Gurmukhi or Perso-Arabic) or speaking. There are no prerequisites, though knowledge of another South Asian language will be an advantage.

SALC 20702. Colonizations III. 100 Units.

The third quarter considers the processes and consequences of decolonization both in the newly independent nations and the former colonial powers.

Terms Offered: Spring

Note(s): This sequence meets the general education requirement in civilization studies. These courses can be taken in any sequence.

Equivalent Course(s): ANTH 24003, HIST 18303, CRES 24003, SOSC 24003

SALC 20722. Colonialisms and Literature: Adventures, Exoticisms, East and West. 100 Units.

European imperialism and colonialism have shaped the modern world as we know it today. The "Age of Empire" has bequeathed us a wealth of literary texts, from adventure tales to more serious novels about colonial encounters and life in the colonies. Colonialism also introduced the novel as a new literary genre to many literatures in Asia. Over the past decades literary critics, theorists, historians and philosophers have examined the interdependence of imperialism/colonialism and literature from many perspectives, notably in what is generally referred to as postcolonial theory. The present course provides a first introduction to colonial writing and theoretical approaches to literary practices under colonialism, to its key thinkers, concepts and methods by examining what Empire was in the case of British India and the Dutch East Indies (today's Indonesia) and by reading English and Dutch novels together with the work of Asian writers (Forster, Rajam Aiyar, Couperus, Abdoel Moeis). We will explore key terms, such as "otherness", "hybridity", "agency", "modernity", "nationalism" as well as larger themes, such as empire and gender and sexuality or colonial knowledge formation. - Of interest to students of literature, history, anthropology and other disciplines dealing with 'texts'. Open to both undergraduate and graduate students; No prior knowledge of literary theory or South or Southeast Asian writing assumed.

Equivalent Course(s): CMLT 30702, SALC 30722, CMLT 20702

SALC 20800. Music of South Asia. 100 Units.

The course explores some of the music traditions that hail from South Asia—a region defined by the countries of India, Pakistan, Sri Lanka, Nepal, Bhutan, Afghanistan, Maldives, and their diasporas. The course will study music and some of its inextricably linked forms of dance and theatre through the lens of ethnomusicology, where music is considered in its social and cultural contexts. Students will develop tools to listen, analyze, watch, and participate in South Asian forms of music-making, using case-study based inquiries as guides along the way.

Instructor(s): Ameera Nimjee Terms Offered: Spring

Equivalent Course(s): MUSI 33706, SALC 30800, MUSI 23706, RLST 27700

SALC 20901. Indian Philosophy I: Origins and Orientations. 100 Units.

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.

Instructor(s): D. Arnold Terms Offered: Winter

Equivalent Course(s): HREL 30200, SALC 30901, RLST 24201, DVPR 30201

SALC 20902. Indian Philosophy II: The Classical Traditions. 100 Units.

Following on the Indian Philosophy I course, this course will survey major developments in the mature period of scholastic philosophy in India - a period, beginning a little before the middle of the first millennium C.E., that is characterized by extensive and sophisticated debate (made possible by the emergence of shared philosophical vocabulary and methods) among Buddhist, Brahmanical, and Jain philosophers. Students are encouraged (but not required) to take Indian Philosophy I before taking this course.

Instructor(s): M. Kapstein Terms Offered: Spring

Equivalent Course(s): DVPR 30302, MDVL 24202, RLST 24202, SALC 30902, HREL 30300

SALC 22603. Intro to Premodern South Asian Lit: Courts, Poets, Power. 100 Units.

The Indian subcontinent and the surrounding areas were home to some of the most vibrant literary traditions in world history. The aim of this course is to introduce students to the main trends in the premodern (pre-nineteenth century) literatures of South Asia through a selection of texts translated from a variety of languages (Bengali, Hindi, Marathi, Persian, Sanskrit, Tamil, Telugu, Urdu, etc.). We will discuss issues of literary historiography, the relations between orality and writing, the basic principles of Dravidian, Sanskrit, and Perso-Arabic poetics, the formation of vernacular literary traditions, multilingual literacy, and the role of literature in social interactions and community building in premodern South Asia. Each reading will thus be framed by the systematic exploration of those poetic systems and a close reading of representative texts. Attention will also be given to the original languages in which those texts were composed. The course offers a comprehensive and critical introduction to major non-western knowledge systems and aesthetic theories.

Instructor(s): T. D'Hubert Terms Offered: Autumn

Equivalent Course(s): SALC 42605

SALC 22604. A Poem in Every House": An Introduction to Premodern South Asian Literatures 2. 100 Units.

100gehe gehe kalau k#vya# ... In the Kali age, there is a poem in every house ... (Vidyapati [ca. 1370-1460, Mithila], K#ritlat#). The Indian subcontinent was home to some of the most vibrant literary traditions in world history. The aim of this course is to introduce students to the main trends in the premodern (/pre-nineteenth century) literatures of South Asia through a selection of poetic and theoretical texts translated from a variety of languages. We will discuss issues of literary historiography, the relations between orality and writing, literary and visual representations, poetry and music. Over two quarters, we will review the basic principles of Sanskrit, Dravidian, and Perso-Arabic poetics through a selection of representative theoretical treatises and poems. We will also explore the linguistic ecology of the Subcontinent, the formation of vernacular literary traditions, multilingual literacy, and the role of literature in social interactions and community building in premodern South Asia. Every week the first class will be devoted to the historical context and conceptual background of the texts we will read in the following class. Attention will be given to the original languages in which those texts were composed as well as the modes of performance of the poems and songs we will read together.

Instructor(s): Thibaut d'Hubert Terms Offered: Autumn

Prerequisite(s): The course is the perfect complement to the Introduction to South Asian Civilizations sequence (SALC 20100-20200). Beyond its focus on South Asia, students interested in classics, poetics, rhetoric, musicology, theater studies, and comparative literature will find plenty of food for thought in the readings, lectures, and class discussions. For students interested in languages, it is an ideal way to have a lively introduction to the linguistic variety of South Asia. No prior knowledge of South Asian languages is required.

Note(s): One session titled "Poetry Carved in Stones" will bring us to the Art Institute to study the relation between poetic and visual representations of gods and episodes drawn from the rich narrative tradition of South Asia. The first part of this sequence is devoted to Sanskrit, Middle Indic (Prakrit, Apabhramsha), and Dravidian (Tamil, Telugu, Kannada, Malayalam) literary traditions. Perso-Arabic (Persian, Dakani, Urdu) and northern vernacular literary traditions (Hindi, Panjabi, Maithili, Bengali) will be discussed in the Autumn Quarter of the following year. Students may take the courses in any order.

Equivalent Course(s): SALC 32605, MDVL 22604

SALC 23103. Problems In the Study of Gender. 100 Units.

The notion of differential citizenship is a topic that exercises scholars the world over. In particular, those interested in issues of feminism and ethnicity have studied why women (and then some women more than others) or particular social groups experience disenfranchisement more than their counterparts. This is so even when officially many cultures grant them formal equality before the law. This course explores issues of disenfranchisement, inequality, and violence through a focus on South Asia. We will begin with a set of theoretical readings mainly John Locke and John Stuart Mill whose works demonstrate some early strands of thinking about the political and cultural role (or the lack thereof) of women within the (fraternal) social contract. We will then move to contemporary works such as Joan Scott's *Only Paradoxes to Offer* (selections), Parite: *Sexual Equality and the Crisis of French Universalism* (selections), Leila Ahmed's *A Quiet Revolution* (selections), Amy Dru Stanley's *From Bondage to Contract* (selections) to frame the issue of differential citizenship and inequality in a historical and global context. Following this we turn to South Asia with a particular focus on gender and caste inequality and the violence unleashed by majoritarian politics (both overt and covert).

Instructor(s): R. Majumdar Terms Offered: Spring 2015

Note(s): Cross listed with GNSE 10100

SALC 23104. Problems in the Study of Gender: Gender, Citizenship, Violence. 100 Units.

Equivalent Course(s): GNSE 10102, HIST 11002

SALC 25304. Introduction to Hinduism. 100 Units.

In this course we will acquaint ourselves with the basic beliefs, practices, scriptures and varieties of the religion that goes by the name of "Hinduism." We will follow its course through history, beginning with the earliest, most hallowed, little understood sources, the Vedas. We will look into the formation and peculiarities of its different branches such as the schools of Vaishnavism and Saivism, and learn about some of its central figures such as Shankara, Ramanuja and Chaitanya. Significant part of the course will be dedicated to the attempts to define and redefine Hinduism and its unity in the context of modernity, the encounter with colonialism and the course of globalization. We will explore some of its fundamental tensions, for instance between religion and liberation (dharma and moksha), social restrictions and freedom, knowledge and devotion. Finally, we will spend some time on the philosophical underpinnings of Hinduism, particularly the doctrine of karma, reincarnation and theodicy.

Instructor(s): A. Uskokov Terms Offered: Autumn

Equivalent Course(s): RLST 27411

SALC 25306. Sex and Censorship in South Asia. 100 Units.

Course description not available

Equivalent Course(s): HIST 26710, HREL 35306, GNSE 25306

SALC 25310. Extinction, Disaster, Dystopia: Environment and Ecology in the Indian Subcontinent. 100 Units.

This course aims to provide students an overview of key environmental and ecological issues in the Indian subcontinent. How have the unique precolonial, colonial, regional and national histories of this region shaped the peculiar nature of environmental issues? We will consider three major concepts- "extinction", "disaster" and "dystopia" to see how they can be used to frame issues of environmental and ecological concern. Each concept will act as a framing device for issues such as conservation and preservation of wildlife, erasure of adivasi (first dwellers) ways of life, environmental justice, water scarcity and climate change. The course will aim to develop students' ability to assess the specificity of these concepts in different disciplines. For example: What methods and sources will an environmental historian use to write about wildlife? How does this differ from the approach an ecologist or literary writer might take? Students will analyze various media: both literary and visual, such as autobiographies of shikaris (hunters), graphic novels, photographs, documentary films, ethnographic accounts and environmental history.

Equivalent Course(s): GLST 25310, CRES 25310, ENGL 22434, HIST 26806

SALC 25311. The Harem: Gender, Family and Power in Early Modern and Modern South Asia. 100 Units.

Even today, the word "harem" evokes orientalist imaginings of an exotic east. Popular images drawn from colonial-era representations continue to define our understanding of this complex institution. In this course we will work to complicate this understanding through considering the harem as a site of interplay between gender, family ties, and power. Taking into account influences from the larger Islamicate world as well as more local, Indic practices, we will historicize the harem, tracking its changes over the course of this long period, and critiquing its various (mis)representations. We will explore how the harem constituted a diverse space including not only elite women and their male relatives, but also other figures such as slave girls, eunuchs and guards. We will furthermore look at how this space was transformed in the era of European expansionism and colonial rule in the subcontinent, becoming a flash point over questions of social reform and Indian nationalism. Materials will include not just secondary literature but also excerpts from contemporary historical accounts, paintings, short stories, photographs, and films. No prior knowledge of South Asian history required.

Equivalent Course(s): HIST 26612, GNSE 25311

SALC 25312. India between Empires: Regions, Remembrance, and Representation. 100 Units.

This is a course on South Asia in transition. It is also a course on the representation of that transition. The Mughal Empire- which had been the dominant power in India for nearly two hundred years- underwent a process of decentralization in the early eighteenth century. The ensuing years saw the rise of regional powers across much of the Indian subcontinent; some modeled their institutions of state on those of the weakened Mughal center, while others asserted their sovereignty by cultivating a distinctive identity. Although the British East India Company would gradually integrate these polities into its expanding network of political and economic interests, the memory of the once-grand Mughal Empire and its mighty regional heirs loomed large over the colonial experience and endures today.

Instructor(s): Andrew Halladay Terms Offered: Autumn

Equivalent Course(s): GNSE 25313

SALC 25314. Missionaries, Merchants and Saints: Christianity and Islam in the Indian Ocean, 15th-18th centuries. 100 Units.

This course will explore the history of Christian and Muslim communities on the Malabar and Coromandel coasts of South India, as well as on the coastal regions of Yemen, Malaysia, Java, Sri Lanka, and other lands bordering the Indian Ocean. While the ocean connected these regions and their religions from antiquity, such connections intensified in the medieval and early modern period, and new actors - such as Arab and Armenian merchants, soldiers from East Africa, European missionaries - gained prominence in those centuries. Throughout the course, we will focus on the entangled histories of these European, African and Asian actors as they unfolded across different regions of South and Southeast Asia and their mobile, multi-religious societies. In doing so, our main goal will be to problematize received notions of religious identity, especially Muslim and Christians identity, in relationship with the emerging of the early modern world-order. We will also use the Indian Ocean as a case-study to rethink some geographical and chronological categories as they are applied to Asia. For instance, how can we define the Indian Ocean as a region? Does it have a religious specificity, especially in the early modern period? This class will offer the historiographical tools to address such questions, and to rethink concepts like "region," "medieval," and "early modern" in relationship to religion and religious cultures in South India and across the Indian Ocean.

Instructor(s): Margherita Trento Terms Offered: Winter

Equivalent Course(s): HIST 26809

SALC 25706. Problems in the Study of Gender and Sexuality: Inequality. 100 Units.

This course analyzes inequality and the overt and covert violence that results from it. These inequalities are often grounded in gender and sex but also result from a complex intersection of gender, sex, and other identities. Inequality is what produces the experience of differential citizenship, a topic that exercises scholars the world over. In particular, those interested in issues of feminism, community, and ethnicity have studied why women (some women more than others) or particular social groups such as gay or trans groups, experience disenfranchisement more than their counterparts, even when, officially, many cultures/ nation states grant their members/citizens formal legal equality. Many of the examples around which this course is framed emerge out of South Asia, but our analyses will be structured through an engagement with theoretical texts that address issues of gendered oppression and discrimination in other parts of the world. Readings will include historical, anthropological, literary texts. Key themes of the course include: debates on parite in France and differential citizenship for religious minorities in India; caste based violence in India studied comparatively with debates on violence against aboriginal in Australia and Canada; rape and human rights; the politics of homosexuality; violence around popular and high culture; the panic around "family values". This course is part of the College Course Cluster program, Inequality.

Instructor(s): Rochona Majumdar Terms Offered: Autumn

Equivalent Course(s): GNSE 31106, GNSE 11006

SALC 26600. Asian Identities: 1890-1945. 100 Units.

Equivalent Course(s): HIST 16600

SALC 26611. Empires, Imperialism, and Islam. 100 Units.

This seminar course will survey interactions between empires and Islam from the early nineteenth century to the early twenty-first century. It will consider the varied responses of Islamic polities to the expansion of European empires, their role in proliferating networks of travel and communication, as well as the place of religion in anti-imperial and anticolonial movements. Geographically we will cover Asia very broadly defined: from the Ottoman Empire in the west, through the Middle East and Central and South Asia, to Indonesia and Malaysia to the east. Individual classes will focus, for instance, on imperial connections, the emergence of pan-Islamism, Sufi networks, oceanic travel, subaltern social and political movements, and Cold War-era Muslim ideologues. The course will conclude with a look at the rise of more militant Islamic ideologies in recent years. Investigating this two-century long history will help students understand the complex role that Islam has played in the making of the modern world. Course readings will be on the whole recent scholarship on these subjects, with key primary texts introduced in class.

Instructor(s): F. Zaman Terms Offered: Spring

Equivalent Course(s): HIST 36611, SALC 36611, HIST 26611

SALC 26709. Revolutionary Indian in a Global Context. 100 Units.

Equivalent Course(s): HIST 26609, HIST 36609

SALC 26804. Frontiers and Borders in South Asia. 100 Units.

Sometimes the frontline of empires and nation-states, sometimes neglected or inaccessible, peripheral spaces are often of core concern to the central state. The aim of this upper-level undergraduate seminar is to examine the history of borders, borderlands, and frontiers as political and social concepts and as produced spaces. We will examine an array of case studies in addition to more theoretical scholarship that spans the disciplines of history, environmental studies, political science, anthropology, and geography. While using South Asia (itself a rather recently invented "area") as the primary geographic and historical focus this course will not be bound exclusively to it. The first goal of the course is to explore the evolution of key concepts such as space, territory, frontier, and borders/borderlands. The second goal is to develop methods for analyzing subjects that are simultaneously physical spaces and political, social, and historical ideas. Finally, it seeks to introduce students to areas that often fall beyond the penumbra of historical surveys centered on the nation-state. No prior knowledge of South Asian history is assumed. Weekly readings will average 150 pages. Note: No prior knowledge of South Asian history is assumed.

Equivalent Course(s): GLST 26804, HIST 26804, GEOG 26400

SALC 26901. Orality, Literature and Popular Culture of Afghanistan and Pakistan. 100 Units.

Course description unavailable.

Instructor(s): C. R. Perkins Terms Offered: Winter 2013

Equivalent Course(s): CMLT 36901, HIST 26905, CMLT 26901, NEHC 30901, NEHC 20901, HIST 36905

SALC 26903. History and Literature of Pakistan: Postcolonial Representations. 100 Units.

No description available.

Instructor(s): C.R. Perkins Terms Offered: Autumn

Equivalent Course(s): SALC 46903, NEHC 26903, HIST 26608

SALC 27000. Survey/Lang/Lit of Pakistan. 100 Units.**SALC 27301. Buddhism in South Asia. 100 Units.**

Buddhism has been an important presence in South Asian religion and culture since its origins in northern India some 2500 years ago. In this course, we will survey the history of ideas and practices in Indian and Tibetan Buddhism from its earliest traces to the present. (C)

Instructor(s): C. Wedemeyer Terms Offered: Winter

Equivalent Course(s): RLST 27302

SALC 27515. Race, Ethnicity, and Identity in and beyond South Asia. 100 Units.

Few parts of the world can lay claim to such a diverse array of ethno-linguistic, religious, and regional identities as South Asia. Not surprisingly, these identities have never been static. This course considers the modern history of ethnic, religious, and racial identities across South Asia with particular attention to their representation in literature and film. We will begin with the colonial-era "ethnographic" state and the development and reification of caste-, religion-, and race-based classifications. We will then shift to Independence, Partition, and South Asian diasporas. We will conclude with contemporary articulations of nationalism, with particular attention to the case of Kashmir. Throughout the course we will focus on the social and political means through which ethnic, racial, and other identity categories are constructed-including colonial re-articulations of caste and the creation of the so-called "martial races." We will also pay attention to moments of trans-national comparison, for instance Ambedkar's correspondence with W.E.B. Du Bois, and the relation between critiques of casteism and racism.

Equivalent Course(s): CRES 27518, HIST 26807

SALC 27701. Mughal India: Tradition & Transition. 100 Units.

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.

Instructor(s): M. Alam Terms Offered: Autumn

Prerequisite(s): Advanced standing or consent of instructor. Prior knowledge of appropriate history and secondary literature required.

Equivalent Course(s): HIST 36602, SALC 37701, HIST 26602, NEHC 20570, NEHC 30570

SALC 27904. Wives, Widows, and Prostitutes: Hindi Literature and the "Women's Question" 100 Units.

From the early 19th century onward, the debate on the status of Indian women was an integral part of the discourse on the state of civilization, Hindu tradition, and social reform in colonial India. This course will explore how Indian authors of the late 19th and early 20th centuries engaged with the so-called "women's question." Caught between middle-class conservatism and the urge for social reform, Hindi and Urdu writers addressed controversial issues such as female education, child marriage, widow remarriage, and prostitution in their fictional and discursive writings. We will 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. The course is open to both undergraduate and graduate students. Basic knowledge of Hindi and/or Urdu is preferable, but not required. We will read works by Nazir Ahmad, Premchand, Jainendra Kumar, Mirza Hadi Ruswa, and Mahadevi Varma in English translation, and also look at texts used in Indian female education at the time.

Instructor(s): U. Stark Terms Offered: Spring

Prerequisite(s): Consent of instructor based on demonstrated knowledge of Hindi

Equivalent Course(s): GNSE 47900, GNSE 27902, SALC 43800

SALC 28510. Bombay/Mumbai: Urban Life/Urban Politics. 100 Units.

The Indian city of Bombay and the Mumbai it has now become has been referred to as the "imagined" city, the "kinetic" city, the "cosmopolitan city," and "the city of slums." What do these labels mean to the practice of sociality and politics in Bombay/Mumbai; how does the urban experience in South Asia differ from that in other parts of the world; and how do gender, religion and class influence the different experiences of the city? Bombay/Mumbai: Urban Life/Urban Politics is an interdisciplinary course that will address these and several related issues. Using the city of Mumbai as its lens it introduces students to the ways in which urban subjects and urban life are constituted in a globalizing South Asia. The course explores the city of Mumbai through an urban-culturalist perspective and problematizes the ways in which the built environment of the city: its transportation, streets, slums, neighborhoods, tenements, markets, malls and businesses animate and are animated by the everyday life and politics in the metropolis. It encourages students to think about the ways in which Mumbai's past and present patterns of urban informality, capitalism, consumption, criminality and urban dislocations mediate very particular experiences of politics, sociality, class, gender and globalization. The course uses a range of historical, theoretical, literary, and ethnographic readings as well as films, photography, and music to highlight the connections between place, space and everyday life in Mumbai.

Instructor(s): T. Bedi Terms Offered: Spring

Equivalent Course(s): INST 28550, GNSE 23303, PBPL 28510

SALC 29000. Introduction To Tibetan Civilization. 100 Units.

TBD

SALC 29002. Tibet: Culture, Art, and History. 100 Units.

This class will introduce students to Tibetan civilization from pre-modernity to the present with an emphasis on literature, society, visual arts, and history. Attention will be paid to Tibet's relations with neighboring polities in South, East, and Central Asia, as well as distinctive indigenous practices. The course will cover a range of Tibetan cultural forms, highlighting pre-modern sciences of medicine, logic, and meditation, as well as contemporary developments in Tibetan modernity and the diaspora communities. Course materials will include primary sources in translation (e.g. Dunhuang manuscripts and other literature), contemporary scholarship, as well as audio-visual materials. In addition to informed participation in course meetings/discussions, including regular, timely completion of reading assignments, students are expected to write two short (5-7pp) papers on topics assigned by the instructors. *All course readings will be available on electronic reserve via Canvas (<http://canvas.uchicago.edu/>)*

Instructor(s): Karma Ngodup and Christian K. Wedemeyer Terms Offered: Autumn

Equivalent Course(s): SALC 39002

SALC 29300. South Asian Aesthetics: Rasa to Rap, Kamasutra to Kant. 100 Units.

This course introduces students to the rich traditions of aesthetic thought in South Asia, a region that includes (among others) the modern-day states of India, Pakistan, Afghanistan, Bangladesh, Nepal and Sri Lanka. By engaging with theories of art, literature and music from the Indic and Indo-Persian traditions, we will attempt to better understand what happens in an aesthetic experience. A central concern will be thinking about how much any aesthetic tradition, be it South Asian or other, is rooted in the particular epistemic and cultural values of the society that produced it; we will therefore explore how ideas from the South Asian tradition can help us to understand not only South Asian material, but art in other societies as well, and to re-think the boundaries of 'aesthetic' thought. Class discussion, small group work, and individual presentations will be regular features of the class. Two sessions will include performances by, and discussions with, performing artists (dancers and musicians). We will also make one visit to the Art Institute Chicago.

Equivalent Course(s): CMLT 29302, CMLT 39302, SALC 49300

SALC 29502. South India 1300-1700: Persons, Politics, Perceptions. 100 Units.

Equivalent Course(s): HIST 26610, SALC 39502, NEHC 29502, NEHC 39502, HREL 39502, HIST 36610, ISLM 39502

SALC 29503. Deccan Days: Exploring South Indian Frontiers. 100 Units.

This SALC seminar, open to both undergraduates and graduate students, attempts a cultural-historical overview of the great Deccan plateau and its major languages, cultures, literary and artistic monuments, and driving historical forces and themes. It follows a broad chronological order but also seeks to juxtapose thematic and generic topics from distinct historical periods. Each class presents at least one major text in translation, keyed to the period and the topics examined. Given the wide scope of Deccani history, the seminar seeks to make good use of expertise in many fields by SALC faculty and can be classed as a Faculty Seminar.

Instructor(s): David Shulman Terms Offered: Spring

Note(s): Grades: On the basis of seminar papers and oral presentations.

Equivalent Course(s): SALC 39503

SALC 29700. Introduction to Buddhism. 100 Units.

This course will be an introduction to the ideas and meditative practices of the Theravada school of South and Southeast Asian Buddhism, from ancient to modern times. It will study both classical texts and modern ethnography.

Instructor(s): S. Collins Terms Offered: Autumn

Equivalent Course(s): CHDV 29701, RLST 26150, CHDV 39701, HREL 39700, SALC 39700

SALC 29800-29801-29802. B.A. Paper III; BA Paper I-II.

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.

SALC 29800. BA Paper I. 100 Units.

Students register for this sequence for two quarters. The first quarter is for directed reading and may only be used as general elective credit.

Terms Offered: Autumn

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29801. BA Paper II. 100 Units.

Students register for this sequence for two quarters. The second quarter is for writing and submission of the BA paper, which can be credited toward the SALC major requirements.

Terms Offered: Winter

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29802. B.A. Paper III. 100 Units.

BA Paper

Terms Offered: Spring

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29801. BA Paper II. 100 Units.

Students register for this sequence for two quarters. The second quarter is for writing and submission of the BA paper, which can be credited toward the SALC major requirements.

Terms Offered: Winter

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29802. B.A. Paper III. 100 Units.

BA Paper

Terms Offered: Spring

Prerequisite(s): Eligibility for honors, and consent of faculty supervisor and SALC adviser

SALC 29900. Informal Course: South Asia. 100 Units.

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. Note(s): Students are required to submit the College Reading and Research Course Form.

Terms Offered: Autumn

Note(s): Students are required to submit the College Reading and Research Course Form.

Tamil Courses**TAML 10100-10200-10300. First-Year Tamil I-II-III.**

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher–student to speaker–speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes.

TAML 10100. First-Year Tamil-1. 100 Units.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes.

Instructor(s): E. Annamalai Terms Offered: Autumn

TAML 10200. First-Year Tamil-2. 100 Units.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): E. Annamalai Terms Offered: Winter

Prerequisite(s): TAML 10100 or consent of instructor

TAML 10300. First-Year Tamil-3. 100 Units.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): E. Annamalai Terms Offered: Spring

Prerequisite(s): TAML 10200 or consent of instructor

TAML 10200. First-Year Tamil-2. 100 Units.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): E. Annamalai Terms Offered: Winter

Prerequisite(s): TAML 10100 or consent of instructor

TAML 10300. First-Year Tamil-3. 100 Units.

The grammar of modern Tamil, in its manifestation both in colloquial and formal styles, and a good amount of vocabulary needed for referring to the immediate environment and using in day today transactions will be acquired. The four language skills acquired will be at different levels of proficiency with listening and speaking at the top followed by reading of formal texts and ending with basic writing skills in the formal style. The gradual progression in listening will be from teacher-student to speaker-speaker; in speaking it will be from articulation of sounds and intonation to expressing personal needs and interests, performing practical tasks, narrating experience and expressing emotions; in reading it will be from alphabet and spelling in the two styles to sign boards, controlled texts, factual news stories, interpretive reports and jokes; in writing from conversion of colloquial style into conventional style to personal letters, paraphrasing and translation of sentences. The tools used are classroom conversations, conversational tapes, videos, graded print materials, select materials from the print media including tales, which are complemented by exercises and quizzes. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): E. Annamalai Terms Offered: Spring

Prerequisite(s): TAML 10200 or consent of instructor

TAML 20100-20200-20300. Second-Year Tamil I-II-III.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing.

TAML 20100. Second-Year Tamil-1. 100 Units.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing. Prerequisite(s): TAML 10300 or consent of instructor

Instructor(s): E. Annamalai Terms Offered: Autumn

Prerequisite(s): TAML 10300 or consent of instructor

TAML 20200. Second-Year Tamil-2. 100 Units.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): E. Annamalai Terms Offered: Winter

Prerequisite(s): TAML 20100 or consent of instructor

TAML 20300. Second-Year Tamil-3. 100 Units.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): E. Annamalai Terms Offered: Spring

Prerequisite(s): TAML 20200 or consent of instructor

TAML 20200. Second-Year Tamil-2. 100 Units.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): E. Annamalai Terms Offered: Winter

Prerequisite(s): TAML 20100 or consent of instructor

TAML 20300. Second-Year Tamil-3. 100 Units.

This sequence is structured in a similar fashion as in the first year to develop the higher order of the four language skills. All materials, aural and visual, will be uncontrolled and unedited. The student will be introduced to web sources and dictionaries for self-reference and to using Unicode for writing. The student also will be exposed to dialects to have a taste of them. At the end of the course, the student will be able to converse in Tamil about specific topics of interest, to understand programs in the visual media including lyrics, to ask questions in field work situations, to read and understand texts on current events in newspapers and magazines, to understand and appreciate modern fiction and poetry, to read and understand public communications such as pamphlets, invitations, announcements, advertisements, and public speeches, and to write short essays and reports. If there is interest, web pages will be added to printed pages for reading and email and chat groups will be added for practicing writing. The basic pedagogical materials are accessible at <https://tamilcourse.uchicago.edu/>.

Instructor(s): E. Annamalai Terms Offered: Spring

Prerequisite(s): TAML 20200 or consent of instructor

Tibetan Courses

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 Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

TBTN 10100. First-Year Tibetan-1. 100 Units.

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 Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Autumn

TBTN 10200. First-Year Tibetan-2. 100 Units.

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 Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Winter

Prerequisite(s): TBTN 10100 or consent of instructor

TBTN 10300. First-Year Tibetan-3. 100 Units.

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 Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Spring

Prerequisite(s): TBTN 10200 or consent of instructor

TBTN 10200. First-Year Tibetan-2. 100 Units.

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 Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Winter

Prerequisite(s): TBTN 10100 or consent of instructor

TBTN 10300. First-Year Tibetan-3. 100 Units.

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 Tibet, as well as in India, Nepal, and Bhutan. The textbook is *The Manual of Standard Tibetan* by Nicolas Tournade and Sangda Dorje. This introductory sequence covers the script and pronunciation, the grammar of the modern Lhasa dialect, as well as basic reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Spring

Prerequisite(s): TBTN 10200 or consent of instructor

TBTN 20100-20200-20300. Second-Year Tibetan I-II-III.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

TBTN 20100. Second-Year Tibetan-1. 100 Units.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Autumn

Prerequisite(s): TBTN 10300 or consent of instructor

TBTN 20200. Second-Year Tibetan-2. 100 Units.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Winter

Prerequisite(s): TBTN 20100 or consent of instructor

TBTN 20300. Second-Year Tibetan-3. 100 Units.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

Instructor(s): D. Tomlinson Terms Offered: Spring

Prerequisite(s): TBTN 20200 or consent of instructor

TBTN 20200. Second-Year Tibetan-2. 100 Units.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

Instructor(s): K. Ngodup Terms Offered: Winter

Prerequisite(s): TBTN 20100 or consent of instructor

TBTN 20300. Second-Year Tibetan-3. 100 Units.

This intermediate sequence covers second-level pronunciation and grammar of the modern Lhasa dialect, as well as intermediate-level reading and speaking skills.

Instructor(s): D. Tomlinson Terms Offered: Spring

Prerequisite(s): TBTN 20200 or consent of instructor

Urdu Courses

URDU 10100-10200-10300. First-Year Urdu I-II-III.

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). These courses must be taken in sequence. Prospective students should contact the instructor, Elena Bashir (<http://salc.uchicago.edu/faculty/bashir>).

URDU 10100. First-Year Urdu I. 100 Units.

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).

These courses must be taken in sequence. Prospective students should contact the instructor, Elena Bashir.

Instructor(s): E. Bashir Terms Offered: Autumn

URDU 10200. First-Year Urdu-2. 100 Units.

Spoken by over thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. It is written in the Perso-Arabic script, which facilitates learning to read and write several other South Asian languages. This three-quarter sequence covers basic grammar and vocabulary. 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. By the end of three quarters students have covered all the major grammatical structures of the language. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence, since the script is introduced in the Autumn quarter. Students should also be aware that they need to contact the instructor ahead of time to discuss scheduling if they are planning to take this course. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): E. Bashir Terms Offered: Winter
Prerequisite(s): URDU 10100 or consent of instructor

URDU 10300. First-Year Urdu-3. 100 Units.

Spoken by over thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. It is written in the Perso-Arabic script, which facilitates learning to read and write several other South Asian languages. This three-quarter sequence covers basic grammar and vocabulary. 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. By the end of three quarters students have covered all the major grammatical structures of the language. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence, since the script is introduced in the Autumn quarter. Students should also be aware that they need to contact the instructor ahead of time to discuss scheduling if they are planning to take this course. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): E. Bashir Terms Offered: Spring
Prerequisite(s): URDU 10200 or consent of instructor.

URDU 10200. First-Year Urdu-2. 100 Units.

Spoken by over thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. It is written in the Perso-Arabic script, which facilitates learning to read and write several other South Asian languages. This three-quarter sequence covers basic grammar and vocabulary. 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. By the end of three quarters students have covered all the major grammatical structures of the language. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence, since the script is introduced in the Autumn quarter. Students should also be aware that they need to contact the instructor ahead of time to discuss scheduling if they are planning to take this course. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): E. Bashir Terms Offered: Winter
Prerequisite(s): URDU 10100 or consent of instructor

URDU 10300. First-Year Urdu-3. 100 Units.

Spoken by over thirty-five million people in South Asia, Urdu is the national language of Pakistan and one of the official languages of India. It is written in the Perso-Arabic script, which facilitates learning to read and write several other South Asian languages. This three-quarter sequence covers basic grammar and vocabulary. 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. By the end of three quarters students have covered all the major grammatical structures of the language. We also emphasize aural and oral skills (i.e., listening, pronunciation, speaking). These courses must be taken in sequence, since the script is introduced in the Autumn quarter. Students should also be aware that they need to contact the instructor ahead of time to discuss scheduling if they are planning to take this course. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.

Instructor(s): E. Bashir Terms Offered: Spring
Prerequisite(s): URDU 10200 or consent of instructor.

URDU 20100-20200-20300. Second-Year Urdu I-II-III.

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. Prospective students should contact the instructor, Elena Bashir (<http://salc.uchicago.edu/faculty/bashir>).

URDU 20100. Second-Year Urdu-1. 100 Units.

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. Prospective students should contact the instructor, Elena Bashir. Prerequisite(s): URDU 10300 or consent of instructor
Instructor(s): E. Bashir Terms Offered: Autumn
Prerequisite(s): URDU 10300 or consent of instructor

URDU 20200. Second-Year Urdu-2. 100 Units.

PQ: First year Urdu or comparable level of language skills. This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building and reading progressively complex texts. Depending on ability levels and interests of the students, readings can include selections from various original sources. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.
 Instructor(s): E. Bashir Terms Offered: Winter
 Prerequisite(s): URDU 20100 or consent of instructor

URDU 20300. Second-Year Urdu III. 100 Units.

This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building and reading progressively more complex texts. Depending on ability levels and interests of the students, readings can include selections from various original sources. Prospective students should contact instructor: ebashir@uchicago.edu.
 Instructor(s): E. Bashir Terms Offered: Spring
 Prerequisite(s): URDU 20200 or consent of instructor.

URDU 20200. Second-Year Urdu-2. 100 Units.

PQ: First year Urdu or comparable level of language skills. This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building and reading progressively complex texts. Depending on ability levels and interests of the students, readings can include selections from various original sources. Elena Bashir, Autumn-Winter-Spring. Prospective students should contact instructor: ebashir@uchicago.edu.
 Instructor(s): E. Bashir Terms Offered: Winter
 Prerequisite(s): URDU 20100 or consent of instructor

URDU 20300. Second-Year Urdu III. 100 Units.

This sequence is a continuation of URDU 10100-10200-10300. There is increased emphasis on vocabulary building and reading progressively more complex texts. Depending on ability levels and interests of the students, readings can include selections from various original sources. Prospective students should contact instructor: ebashir@uchicago.edu.
 Instructor(s): E. Bashir Terms Offered: Spring
 Prerequisite(s): URDU 20200 or consent of instructor.



Font Notice

This document should contain certain fonts with restrictive licenses. For this draft, substitutions were made using less legally restrictive fonts. Specifically:

Times was used instead of Trajan.

Times was used instead of Palatino.

The editor may contact Leepfrog for a draft with the correct fonts in place.