Department of South Asian Languages and Civilizations

Chair
- Ulrike Stark

Professors
- Muzaffar Alam
- Dipesh Chakrabarty
- Steven Collins
- Wendy Doniger
- Ulrike Stark
- Gary Tubb

Associate Professors
- Sascha Ebeling
- Rochona Majumdar - Director of Graduate Studies (AY 15-16)

Assistant Professors
- Whitney Cox
- Thibaut d’Hubert
- Tyler Williams

Visiting Professors
- E. Annamalai
- Patrick Olivelle
- David Shulman

Senior Lecturers
- Elena Bashir
- Philip Engblom
- Jason Grunebaum

Lecturers
- Mandira Bhaduri
- Nisha Kommattam
- Karma T. Ngodup

Emeritus Faculty
- Kali Charan Bahl
- Ronald B. Inden
- Colin P. Masica
- C. M. Naim
- Frank E. Reynolds
The Department

The Department of South Asian Languages and Civilizations is a multidisciplinary department comprised of faculty with expertise in the languages, literatures, histories, philosophies, and religions of South Asia. The examination of South Asian texts, broadly defined, is the guiding principle of our Ph.D. degree, and the dissertation itself. This involves acquaintance with a wide range of South Asian texts and their historical contexts, and theoretical reflection on the conditions of understanding and interpreting these texts. These goals are met through departmental seminars and advanced language courses, which lead up to the dissertation project.

Advisers

Students develop and pursue their individual programs in active consultation with members of the faculty. To advise students on their programs and progress overall, one faculty member acts as the departmental Director of Graduate Studies (for name and contact details, see the Departmental faculty web page (http://salc.uchicago.edu/faculty)). Students are required to meet the with Director of Graduate Studies regularly in order to have their academic program choices approved. The main advisory function will eventually be assumed by the dissertation chairperson. Students are encouraged to actively seek a faculty member of the Department of South Asian Languages and Civilizations to fill this role as soon as possible, at the latest before the preparation of the dissertation proposal. It is the responsibility of students to familiarize themselves with the requirements of the degree program. If they have any doubts regarding the requirements in general, or their specific applicability to their particular program, it is important to resolve them promptly in consultation with the Director of Graduate Studies. Students should also remember that advising is a joint process: they can only receive guidance when they ask for it.

The Degree of Doctor of Philosophy

To receive the degree of Ph.D. in South Asian Languages and Civilizations, a student must complete a minimum of 18 courses (the actual number of course may be higher depending on the language proficiency of the student). These include the required language courses, the 3 required Departmental seminars, and other courses relevant to the student’s chosen specialty. The latter may include courses offered in
other departments as well as in SALC. Students may not receive a grade of ‘R’ in any of the courses counted among the required 18 courses, and none of these may be an informal reading course. These requirements must be fulfilled before admission to candidacy.

Students with prior graduate work in South Asian languages and civilizations or those holding a relevant Master’s degree may petition at the end of their first year to satisfy a portion of the 18-course requirement. Only courses taken at accredited institutions will be accepted, and the petition will have to be approved by the departmental Director of Graduate Studies.

Before being admitted to candidacy, Ph.D. students must, in addition to completing at least 18 courses, also fulfill the following requirements which are given in further detail below:

- Meet general language requirements
- Complete the three required departmental seminars
- Receive a passing grade on the two qualifying papers
- Formulate two reading lists and pass an oral examination based on them
- Write and defend a dissertation proposal

The Ph.D. is awarded following approval and successful defense of the completed dissertation.

Students normally take 3 to 5 years to complete all pre-dissertation. Students who have not completed the Ph.D. by the end of the twelfth year will no longer be permitted to register in the degree program, but those who go on to complete their dissertations may petition the Department to be allowed to graduate.

**LANGUAGE REQUIREMENTS**

The Department encourages varied research devoted to the ancient, medieval, modern, and contemporary cultures of South Asia. All research in the department has as its main prerequisite suitable advancement in the languages appropriate to a student’s chosen field of specialization. The languages in which the department offers concentrations are Bangla, Hindi, Malayalam, Marathi, Pali, Sanskrit, Tamil, Telugu, Tibetan, and Urdu. Persian and Arabic are also available through the Department of Near Eastern Languages and Civilizations. Courses may occasionally be offered in other languages; special arrangements must be made in advance with the instructors of these languages, and students must petition the Department in order to count these languages for their requirements.

Three languages are required:

- The South Asian language of concentration (the major language)
- A second South Asian language relevant to the student’s program of study (the minor language)
- A third language of scholarship (e.g. French, German, Hindi, Japanese, etc.)

Students are required to achieve highest proficiency in their major language. Students who already possess both linguistic competence and analytical skills in their major language should contact the language instructor for placement at the
appropriate level. However, at least one year of advanced language courses in the Department of South Asian Languages and Civilizations has to be successfully completed regardless of the student’s level of language competence. Two years of advanced language courses in the Department of South Asian Languages and Civilizations have to be attended regardless of the student’s level of language competence.

In their minor language, students are required to achieve a proficiency equivalent to at least 2 years of formal study at the University of Chicago. Again, students who already possess knowledge of their minor language should contact the language instructor to determine the level of proficiency. Students who already possess a proficiency level equivalent to 2 years of formal study at the University of Chicago may fulfill the requirement by taking an exam without prior coursework.

The student’s selection of the major and minor language will have to be approved by the departmental Director of Graduate Studies. While the choice of the major language will obviously depend on the student’s research projects, students are strongly encouraged to consider for their minor language one that opens up new perspectives and that will help to gain a broader knowledge of South Asia. Students are expected to demonstrate satisfactory progress each quarter in the required language courses.

For the third language, the language of scholarship, students should choose a language on the basis of how useful it will be for their chosen field of study. They should be able to show that a significant body of scholarship has been or is being produced in that language. The choice of the language of scholarship has to be approved by the departmental Director of Graduate Studies. Proficiency in reading the language of scholarship is assessed by an examination administered by the University Office of Test Administration or by the Department of South Asian Languages and Civilizations, as appropriate to the language in question. A High Pass is required.

REQUIRED DEPARTMENTAL SEMINARS

Competence in South Asian languages and civilizations is demonstrated as much by close familiarity with South Asian texts as by a broad knowledge of the plurality of South Asian practices and traditions. To this end the Ph.D. program includes three required departmental seminars. These seminars are taught in a two year cycle. The three required seminars must be completed in the first two years.

Research Themes in South Asian Studies I and II (SALC 40100/40200)

These two seminars will each approach a broad theme in South Asian studies from a perspective transcending any narrow focus on a specific language or region. The objective is to introduce students to current research themes and methods pertinent but not exclusive to the study of South Asia. Seminar topics could include South Asian court cultures, genres, material aspects of textual culture, poetic theories, political thought, translation practices, region in South Asia, etc. The two seminars will be offered in sequence every two years.
South Asia as a Unit of Study (SALC 40000)

This course aims to acquaint students with major historical and methodological questions pertaining to the field of South Asian languages and civilizations. Topics could include the history of Orientalism, colonial forms of knowledge, South Asia in a global context, etc. This course will be offered in alternate years.

QUALIFYING PAPERS

In their first year of study, students are required to submit a qualifying paper on a subject agreed upon with a faculty member. This paper should demonstrate the student’s ability to write scholarly prose, to formulate a clear research argument, and to situate it within the context of secondary literature relevant to the topic. It must be submitted during the third week of the Spring quarter of the first year. The length of this paper must be 5,000 to 6,000 words, including footnotes and references (12 pt font, double-spaced, with 1 inch margins). There are two grade categories for this first qualifying paper:

- No Pass
- Pass

In their second year of study, students are required to submit a second qualifying paper on a subject agreed upon with a faculty member. This paper should demonstrate the student’s ability to formulate a research topic involving primary materials, to argue its importance and to situate it within a history of scholarship, to articulate the principal questions of theory and method relevant to this topic, and to present conclusions in a clear and precise manner. It must be submitted in the third week of the Spring quarter of the second year. The length of this second paper must be 8,000 to 10,000 words, including footnotes and references (formatted as specified above). There are three grade categories for the second qualifying paper:

- No Pass
- Pass (with progress beyond the M.A. degree not permitted)
- Pass

There are two readers for each of the qualifying papers. The second reader is appointed by the Chair of the Department.

MA Degree

Upon successful completion of the two qualifying papers, students may apply for the M.A. degree. For the degree to be awarded, students must have completed, in addition to the qualifying papers:

- At least two years of the major language
- The three required departmental seminars
- There can be no outstanding Incomplete grades

It is very strongly recommended that students avoid Incomplete grades at all times.
READING LISTS AND ORAL EXAMINATIONS

While the program asks students to pursue specialized research in their area of concentration, it is essential that they do this in relation to a broad understanding of the cultural and historical context in which their objects of specialized study are situated. The Department therefore requires oral examinations on the basis of two reading lists in:

- A major area of study
- A minor area of study

The student's two reading lists are to be designed in consultation with one or more SALC faculty in a given area, and tailored to his or her individual needs. No one faculty member should serve as sole advisor for both lists, and the two lists must be on clearly different areas. The first must deal with the literary, cultural or other history of the student's major language. The second must pertain to an area of South Asian studies other than his or her field of concentration. The reading lists should not exceed twenty books and should constitute a serious, deep, and broad set of readings in important issues in the area of study. The relative weight of primary as opposed to secondary texts should be a matter of consultation between the student and the faculty member(s) concerned.

Each of the two reading lists in their final form must be approved and signed by the faculty member(s) who supervised their preparation. The departmental Chair and Director of Graduate Studies will verify that the lists meet all the formal requirements. An approved and signed copy of each will be deposited in the student's permanent file. These signed copies must be submitted to the departmental office no later than thirty days before the proposed date of the oral examination. It is the student's responsibility to ensure that the reading lists are filed in time.

The faculty members who approve the reading lists serve as examiners for the oral examinations, which are normally taken in the fall or winter quarter of the student's third year. The two exams are administered in one session; each is approximately 45 minutes long. One composite grade – 'No Pass', 'Pass', or 'High Pass' – is awarded for the oral examinations.

DISSERTATION PROPOSAL AND ADMISSION TO CANDIDACY

Time to candidacy must be no more than five years. Time to degree must be no more than twelve years.

In order to be admitted to Ph.D. candidacy, a student must write and orally defend a detailed dissertation proposal prepared under the supervision of the dissertation chairperson. Students must have completed all requirements: at least 18 courses, including the three required departmental seminars, the language requirements, and the qualifying papers. All Incompletes and blanks on the student's transcript for required courses must have been removed and the new grade recorded in the Registrar's Office prior to the date of the proposal defense. Admission to candidacy must take place no later than the fifth year of the student's program.

Note that, in accordance with Divisional and Departmental requirements, students must pass the examination in the language of scholarship before being admitted.
to candidacy. Furthermore, most of the grants which are available to support dissertation research require that a student be admitted to candidacy before taking up the grant.

The proposal should demonstrate a student’s awareness of broad theoretical issues and a detailed knowledge of the chosen area of specialization. The dissertation proposal should be 20-25 pages in length. It should provide a clear statement of the scholarly problem to be addressed by the dissertation; the student’s theoretical orientation to this problem; a review of previous scholarly work; a provisional outline of the dissertation as a whole; a plan of research, including archives to be consulted, research sites chosen, a timetable, and a bibliography of no more than two pages.

Prior to the proposal defense, the student and the dissertation chairperson (who must be a member of the Department of South Asian Languages and Civilizations) select the two additional members of the student’s dissertation committee. One of the two may be, with the approval of the departmental Chair, from outside the University. The third member must be a University faculty member but need not be a member of SALC. The proposal must be deposited in the form of a printed paper copy in the departmental office at least two weeks prior to the date of the defense, and an abstract of it must be circulated to all SALC faculty. It is the responsibility of the student to ensure that the proposal and the abstract are deposited by this deadline. The proposal is defended orally before the committee and the Department, with the Chair of the Department presiding; these proceedings are open to students and faculty of the University. One purpose of the proposal defense is to familiarize all the members of the Department with a student’s research agenda, and provide an opportunity for them to offer guidance. With successful completion of the dissertation proposal defense, the student is admitted to Ph.D. candidacy.

THE DISSERTATION

It is expected that the dissertation will represent a substantial and original contribution to the study of South Asian languages and civilizations. Upon completion of the dissertation, the student defends it orally before the members of the dissertation committee, a Divisional Representative, and the Department, with the Chair of the Department presiding. Students will follow the guidelines of the University’s Dissertation Office in planning the date of their defense, and in formatting the dissertation. See http://www.lib.uchicago.edu/e/phd/.

Two weeks before the scheduled defense, the student must submit a hard copy of the dissertation to each member of his/her committee and the departmental administrator. This task is solely the responsibility and expense of the student. This copy will be a complete, formatted dissertation, with the preliminary pages, main body of work, and end matter included in their entirety, and properly formatted. This copy of the dissertation should be printed on standard white paper and should conform in every way to the requirements outlined by the University’s Dissertation Office. The defense will be cancelled if these standards are not met.

The defense proceedings are open only to the University community. Grades awarded for the dissertation are “No Pass,” “Conditional Pass,” and “Pass.”
The “Conditional Pass” requires the student to make revisions and obtain the committee’s final approval before the Departmental Approval Form will be signed.

APPLICATION AND ADMISSION

Completed applications for admission and aid, along with all supporting materials, are due in mid-December for the academic year that starts in the following Autumn.

Four parts of the application are critically important and should accompany the application: the student’s academic record, letters of recommendation submitted by persons able to describe the student’s achievements and promise, the student’s statement of purpose, which describes the intellectual issues and subjects which they hope to explore at Chicago, and a sample of pertinent written work that demonstrates the applicant’s research interests or capabilities. The student’s academic record is documented through official transcripts.

Students whose first language is not English must submit scores from the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Information about these tests may be obtained from the Educational Testing Service, Princeton, NJ 08540.

The application process for admission and financial aid for all graduate programs in Humanities is administered through the divisional Office of the Dean of Students. The Application for Admission and Financial Aid, with instructions, deadlines and department specific information is available online at: http://humanities.uchicago.edu/prospective/#admissions.

Questions pertaining to admissions and aid should be directed to humanitiesadmissions@uchicago.edu or (773) 702-1552.

TEACHING OPPORTUNITIES

As part of the student’s pedagogical training, students are required to hold three Teaching Assistantships and one Lectureship, usually beginning in their third year. For Lectureships, preference is given to Ph.D. candidates. Students should discuss these arrangements with the GSA and the student’s committee chair, but an overview of teaching opportunities and teaching development resources is given below.

Departmental courses provide the major venue for teaching. The two-quarter undergraduate course “Introduction to South Asian Civilizations” regularly involves the participation of one or more graduate students as Teaching Assistants, and sometimes as Lecturers. The T.A.s and Lecturer/s are selected by the faculty coordinators for the course, usually late in the spring quarter of the preceding academic year. Departmental faculty teaching language courses also sometimes hire graduate students as Teaching Assistants and Lecturers. Students may teach a course of their own devising as a Lecturer; this arrangement must be coordinated and approved by the Department Chair, who will contact students about proposals for such.

Students may teach a course of their own devising through competitive “prize seminars” offered by the Stuart Tave Teaching Fellowships and Whiting
Undergraduate Teaching Fellowships. The Department nominates students for these fellowships. Students can also apply for the Tave through The Center for Gender Studies (see http://genderstudies.uchicago.edu/grad/teaching.shtml).

Students are also encouraged to pursue teaching opportunities not directly related to South Asian studies, such as positions in the University Writing Program (see http://writing-program.uchicago.edu/jobs/index.htm). We especially encourage students to pursue the position of Writing Intern in the Humanities Common Core courses through this program. Being a Writing Intern (functionally a T.A.) in these courses provides valuable generalist experience for the job market.

The University sponsors workshops and forums designed to help graduate students develop pedagogically. Contact the Center for Teaching and Learning (see http://teaching.uchicago.edu/). The South Asian Language Research Center, housed at the University, also offers workshops on South Asian language pedagogy targeted towards advanced graduate students interested in language instruction (see http://salrc.uchicago.edu/).

**FUNDING**

Students admitted to doctoral study are typically awarded a five-year fellowship package that includes full tuition, an academic year stipend, up to four summer stipends, and medical insurance. Teaching training is a vital part of the educational experience at the University, so all fellowships include a required teaching component.

The information given below lists the most common sources of fellowships and grants for graduate students in the Department. Students may also be eligible for other funding administered by the University, private foundations, or other agencies. For information on the full range of sources of support, contact the following:

Office of Graduate Affairs
graduate-affairs@uchicago.edu
http://grad-affairs.uchicago.edu/programs/index.shtml

Humanities Dean of Students Office
Walker Museum, Ste. 111
humanitiesadmissions@uchicago.edu
https://humanities.uchicago.edu/students/financial-aid

**LANGUAGE STUDY FELLOWSHIPS**

FLAS Fellowships (Foreign Language and Area Studies Fellowships) are another important source of funding. Recipients must be U.S. citizens or permanent residents, enrolled in at least one language course in the language of the award per quarter, and enroll in at least one course in an appropriate area or international studies subject during the academic year in which they hold a FLAS. Additional details regarding FLAS Fellowships may be found at the Office of Graduate Affairs web site. Qualifying languages taught in the Department are Bengali, Hindi, Malayalam, Marathi, Tamil, Telugu, Tibetan, Urdu, and when offered, Khowar and Panjabi. These fellowships currently cover tuition, health clinic fees, student
activities fees, and carry a stipend of $15,000 for three quarters. A competition for Summer FLAS fellowships for language study takes place concurrently; summer fellowships currently cover program tuition up to $4000 and provide a stipend of $2500. Summer FLAS fellowships may be used for eligible programs in the United States and abroad. Contact the South Asia Language and Area Center for information. Note that Summer FLAS Fellowships also may be available from the institution offering instruction (e.g., SASLI at UW, see below). Contact the institution sponsoring the program for information. Winter Quarter deadline.

We strongly encourage all SALC students to participate in a language study program in South Asia, and/or in the summer at the South Asian Summer Language Institute (SASLI) at the University of Wisconsin, at some time in their graduate career. Receipt of a fellowship for participation in a language program does not affect the total amount of your University funding; rather, the University postpones the funding until you return from your language study fellowship year or summer.

The American Institute of Indian Studies (AIIS) offers fellowships for its intensive nine-month language programs in India. See http://www.indiastudies.org/research-fellowship-programs/ for details and a current list of the languages offered. AIIS summer language programs offer no funding for participants; students often obtain a summer FLAS fellowship through their home university. COSAS funding is also available for this purpose (see below). UC-Berkeley funds special fellowships for the AIIS Urdu program. See http://salc.uchicago.edu/graduate/funding. For information, contact Elise Auerbach, Administrator for AIIS, (aiis@uchicago.edu). Winter Quarter deadline.

aiis@uchicago.edu offers some minimal funding for language study in Sri Lanka. See http://salc.uchicago.edu/graduate/funding. Rolling deadline.

The Committee on Southern Asian Studies (COSAS). Although primarily awarded for dissertation write-up (see below), COSAS fellowship support is also available for summer language study. For application information contact the Committee Office (Kelly 104, tel. 702-8637, snoble@uchicago.edu). Spring Quarter deadline.

Critical Language Scholarships are available for summer intensive language study with AIIS (see above) and the American Institute of Bangladesh Studies, for U.S. citizens. See http://salc.uchicago.edu/graduate/funding. Winter and Spring Quarter deadlines.

The South Asia Summer Language Institute (SASLI) at the University of Wisconsin-Madison offers FLAS fellowships through UW, with the usual FLAS citizenship restrictions, and Fee Remission Scholarships for which all students are eligible. See http://salc.uchicago.edu/graduate/funding. Winter Quarter deadline.

Pre-Dissertation Research Support

The Social Science Research Council (SSRC), despite its name, funds humanities projects as well, and offers a Dissertation Proposal Development Fellowship. See http://www.ssrc.org/programs/dpdf/. Winter Quarter deadline.
The American Institute of Bangladesh Studies (AIBS) offers a pre-dissertation fellowship for U.S. citizens or permanent residents. See http://salc.uchicago.edu/graduate/funding. Contact AIBS for deadline.

The American Institute of Sri Lankan Studies (AISLS) offers a dissertation planning grant. See http://salc.uchicago.edu/graduate/funding. Fall Quarter deadline.

The Committee on Southern Asian Studies (COSAS). Although primarily awarded for dissertation write-up (see below), COSAS fellowship support is also available for pre-dissertation research. For application information contact the Committee Office (Kelly 104, tel. 702-8637, so-asian@uchicago.edu). Spring Quarter deadline.

**FUNDING FOR OVERSEAS DISSERTATION RESEARCH**

These fellowships are for students admitted to Ph.D. candidacy. The following are the most common fellowships received by our students, and some South Asia-specific fellowships (as well as one Southeast Asia fellowship). There are several other fellowships for which graduate students in SALC are possibly eligible; see the Office of Graduate Affairs and the Humanities Dean of Students Office for complete databases and application information. Students should apply to as many relevant funding sources as possible.

**THE AMERICAN INSTITUTE OF BANGLADESH STUDIES (AIBS)**

Funds dissertation research in Bangladesh. See http://salc.uchicago.edu/graduate/funding. Winter Quarter deadline.

**THE AMERICAN INSTITUTE OF INDIAN STUDIES (AIIS)**

Funds dissertation research in India. Note that the July 1 application deadline is approximately one year to one-and-a-half years prior to the time when a grant recipient would begin residence in India. See http://www.indiastudies.org/.

**THE AMERICAN INSTITUTE OF PAKISTAN STUDIES (AIPS)**

Offers a fellowship for research on materials related to the history and culture of Pakistan in any country EXCEPT Pakistan and the U.S. See http://www.pakistanstudies-aips.org/. Winter Quarter deadline.

**THE CENTER FOR KHMER STUDIES (CKS)**


**THE COUNCIL OF AMERICAN OVERSEAS RESEARCH CENTERS (CAORC)**

Offers a Multi-Country Research Fellowship for research of regional or trans-regional significance. Fellowships require scholars to conduct research in more than one country, at least one of which hosts a participating American overseas research center. See http://www.caorc.org/fellowships/multi/. Winter Quarter deadline.
FULBRIGHT-HAYS DISSERTATION FELLOWSHIP
For research in non-Western countries. See http://www2.ed.gov/programs/iegpsdrrap/index.html. Students apply through the University Office of Graduate Affairs. See http://grad-affairs.uchicago.edu/programs/fulbright.shtml. Fall Quarter deadline.

FULBRIGHT U.S. STUDENT PROGRAM (THROUGH IEE)
This program funds U.S. citizens conducting research abroad. See http://salc.uchicago.edu/graduate/funding. Students apply through the University Office of Graduate Affairs. Contact graduate-affairs@uchicago.edu. Fall Quarter deadline.

THE NICHOLSON CENTER FOR BRITISH STUDIES, UNIVERSITY OF CHICAGO
This Center offers a short-term graduate fellowship for UC graduate student research in the British Isles and Ireland, generally for three months or fewer. Those who research the former British Empire are eligible. Applicants have to demonstrate their need to conduct research in the British Isles and/or Ireland. See http://british.uchicago.edu/fellowships-and-competitions. Spring Quarter deadline.

THE SOCIAL SCIENCE RESEARCH COUNCIL (SSRC)
Despite its name, funds humanities research and offers an International Dissertation Research Fellowship. See http://www.ssrc.org/programs/idrf/. Fall Quarter deadline.

DISSERTATION WRITE-UP FELLOWSHIPS
Please consult the Office of Graduate Affairs and the Humanities Dean of Students Office for information about external fellowships for the dissertation write-up period.

The University offers several fellowships for dissertation write-up which our students have received in recent years, namely, the Franke Institute, the William Rainey Harper, the Mellon Foundation, and the Whiting dissertation-year fellowships. These are residential fellowships which require presence on campus. The Department nominates students for these fellowships, and the competitions are administered by the Humanities Dean of Students Office. Note that students are not eligible for the Franke, Harper, and Whiting Fellowships beyond the tenth year of their program. For the Mellon, students beyond their sixth year are ineligible. See http://humanities.uchicago.edu/current/#grants for information.

The Martin Marty Center at the Divinity School offers a dissertation fellowship that may interest SALC students. See http://divinity.uchicago.edu/martycenter/fellowships/marty_dissertation.shtml for application information.

EXTERNAL FELLOWSHIPS
Please consult the Office of Graduate Affairs and the Humanities Dean of Students Office for information about external fellowships for the dissertation write-up period. In recent years some SALC students have received the following fellowship:
The American Association of University Women Dissertation Fellowship

Available to U.S. citizen/permanent resident women who will complete their dissertation writing during the fellowship period. Scholars engaged in researching gender issues are encouraged to apply. See http://www.aauw.org/learn/fellows_directory/. Fall quarter deadline.

The Andrew W. Mellon Foundation/ACLS Dissertation Completion Fellowships

Awardees can generally hold this Fellowship no later than their seventh year. See http://www.acls.org/grants/Default.aspx?id=510&linkidentifier=id&itemid=510/. Fall quarter deadline.

CONFERENCE GRANTS

SALC students are encouraged to organize panels and present papers at annual conferences such as the University of Wisconsin Annual Conference on South Asia, the annual meetings of the Association of Asian Studies, the American Academy of Religion, the American Historical Association, and the Modern Language Association, and their regional conferences, and conferences abroad, if possible. The following are some funding sources for travel to conferences for students presenting papers.

The American Institute for Sri Lankan Studies

Offers travel stipends for two annual conferences. See http://salc.uchicago.edu/graduate/funding

The Division of the Humanities

Offers a Conference Grant. See http://humanities.uchicago.edu/students/financial-aid.

The Office of Graduate Affairs


LIBRARY RESOURCES

Over 610,000 volumes of books, journals, government documents, maps, pamphlets, films, and sound recordings from all parts of the South Asian subcontinent are housed in the University of Chicago Library system. Publications are available on all aspects of South Asian life and culture, in all major western languages as well as in over thirty languages from all the nation-states of the subcontinent.

In addition to the Library’s on-line catalog (http://www.lib.uchicago.edu/e/index.html), area-specific informational resources can be found at the Southern Asia Collection website, http://www.lib.uchicago.edu/e/su/southasia/. A subpage of this site offers cataloging for the 21,000 volumes of Official Publications of the Government of India, deposited with the Regenstein by the British Library: http://www.lib.uchicago.edu/e/su/southasia/off-pubs.html.
Office of the Southern Asia Collection

Regenstein Library, Room 560. Bibliographer: James H. Nye, jnye@uchicago.edu. Southern Asia Collection staff members are available for consultation in Regenstein 560 Monday through Friday from 9:00 a.m. to 5:00 p.m. You are encouraged to consult with the South Asia Librarian, Jim Nye, or one of his staff members, to discuss research needs for your dissertation project.

Following is a list of South Asia-related materials in the Regenstein Library and elsewhere on and near campus:

South Asia Reference Collection

Regenstein Fifth Floor Reading Room (RR5) on the far east side. This collection includes some 4,000 reference tools for most South Asian subjects (bibliographies, indexes, census volumes, gazetteers, atlases, dictionaries, standard histories, etc.), plus a selection of current journals, and daily newspapers.

South Asia Pamphlet Collection

Housed on the south wall of RR5 in vertical files for which a key is available in Room 560 during office hours; collection includes several thousand pamphlets, offprints, unpublished conference papers, reading lists and other ephemera; holdings are listed in special catalog drawers marked by yellow tape in the fifth floor South Asia card catalog.

Map Collection

JRL 370, includes thousands of maps of all parts of South Asia at various scales, and from various periods.

Audio-visual materials

These include 16-mm films, videos, audio cassettes, DVDs, etc. Many are in the Regenstein collection catalogue, especially audio recordings of a wide variety of South Asian music. A few South Asian film resources are available at the Film Studies Center. A small library of audio-visual materials is available for check out to graduate students from the South Asia Outreach Office in Kelly Hall.

The nearby Center for Research Libraries (http://catalog.crl.edu/) holds multiple resources, including films from the important South Asia Microform Project. These can be obtained through Interlibrary Loan, or at the CRL Reading Room itself, at 6050 S. Kenwood Avenue (see http://www.crl.edu/about).

South Asian Languages & Civilizations - Malayalam Courses

South Asian Languages & Civilizations - Telugu Courses
BANG 30100-30200-30300. Third-Year Bangla (Bengali) I-II-III.
When joining this course the student is expected to demonstrate the ability to narrate in all time frames of the language. The student should be able to provide a simple though articulate discourse on familiar topics and subjects directly related to the his/her interests. He/She will learn to provide a full account of events and to use appropriately complex sentences in Bangla. We will also focus on some aspects of the technical language pertaining to various domains. The student will be invited to discuss orally on written material studied in class and at home, and he/she will have to produce two to three pages long essays on a given topic. Systematic introductions to a variety of registers and literary idioms (19th century Sadhu Bhasha, dialects, etc.) will also be provided. By the end of the spring quarter the student will have the necessary tools to expand significantly his/her abilities in order to reach the superior level.

BANG 30100. Third-Year Bangla (Bengali) I. 100 Units.
When joining this course the student is expected to demonstrate the ability to narrate in all time frames of the language. The student should be able to provide a simple though articulate discourse on familiar topics and subjects directly related to the his/her interests. He/She will learn to provide a full account of events and to use appropriately complex sentences in Bangla. We will also focus on some aspects of the technical language pertaining to various domains. The student will be invited to discuss orally on written material studied in class and at home, and he/she will have to produce two to three pages long essays on a given topic. Systematic introductions to a variety of registers and literary idioms (19th century Sadhu Bhasha, dialects, etc.) will also be provided. By the end of the spring quarter the student will have the necessary tools to expand significantly his/her abilities in order to reach the superior level.

Instructor(s): T. d’Hubert
Terms Offered: Autumn
Prerequisite(s): Second year Bangla or comparable level of language skills

BANG 30200. Third-Year Bangla (Bengali) II. 100 Units.
No description available.

Instructor(s): T. d’Hubert
Terms Offered: Winter
Prerequisite(s): BANG 30100 or comparable level of language skills

BANG 30300. Third-Year Bangla (Bengali) III. 100 Units.
No description available.

Instructor(s): T. d’Hubert
Terms Offered: Spring
Prerequisite(s): BANG 30200 or comparable level of language skills

BANG 30200. Third-Year Bangla (Bengali) II. 100 Units.
No description available.

Instructor(s): T. d’Hubert
Terms Offered: Winter
Prerequisite(s): BANG 30100 or comparable level of language skills
BANG 30300. Third-Year Bangla (Bengali) III. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Spring
Prerequisite(s): BANG 30200 or comparable level of language skills

BANG 40100-40200-40300. Fourth-Year Bangla (Bengali) I-II-III.
Students attending this course must be able to produce an articulate discourse on subjects related to history and literary criticism. They should also have a good command of Bengali grammar. The course is mainly devoted to the study of selected modern and premodern Bangla texts (narrative literature, devotional and courtly poetry, treatises) in their historical contexts. We propose various readings in the historiography of Bangla literature, philology, traditional performance of Bangla poetry, etc... Besides, material from all periods will be studied according to the student’s scholarly interests.

Instructor(s): T. d’Hubert Terms Offered: Autumn
Prerequisite(s): Third year Bangla or comparable level of language skills

BANG 40100. Fourth-Year Bangla (Bengali) I. 100 Units.
Students attending this course must be able to produce an articulate discourse on subjects related to history and literary criticism. They should also have a good command of Bengali grammar. The course is mainly devoted to the study of selected modern and premodern Bangla texts (narrative literature, devotional and courtly poetry, treatises) in their historical contexts. We propose various readings in the historiography of Bangla literature, philology, traditional performance of Bangla poetry, etc... Besides, material from all periods will be studied according to the student’s scholarly interests.
Instructor(s): T. d’Hubert Terms Offered: Autumn
Prerequisite(s): Third year Bangla or comparable level of language skills

BANG 40200. Fourth-Year Bangla (Bengali) II. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Winter
Prerequisite(s): BANG 40100 or comparable level of language skills

BANG 40300. Fourth-Year Bangla (Bengali) III. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Spring
Prerequisite(s): BANG 40200 or comparable level of language skills

BANG 40200. Fourth-Year Bangla (Bengali) II. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Winter
Prerequisite(s): BANG 40100 or comparable level of language skills

BANG 40300. Fourth-Year Bangla (Bengali) III. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Spring
Prerequisite(s): BANG 40200 or comparable level of language skills
BANG 47900-47901-47902. Rdgs: Advanced Bangla (Bengali) I-II-III.
This course is for students who have successfully completed third and fourth year Bangla. It is divided between classes dealing with the current research themes of the instructor, and the study of material directly related with the research interests of the students. The focus is on methodology and the use of Bangla as a research language.

BANG 47900. Rdgs: Advanced Bangla (Bengali) I. 100 Units.
This course is for students who have successfully completed third and fourth year Bangla. It is divided between classes dealing with the current research themes of the instructor, and the study of material directly related with the research interests of the students. The focus is on methodology and the use of Bangla as a research language.
Instructor(s): T. d’Hubert Terms Offered: Autumn
Prerequisite(s): BANG 40300

BANG 47901. Rdgs: Advanced Bangla (Bengali) II. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Winter
Prerequisite(s): BANG 47900

BANG 47902. Rdgs: Advanced Bangla (Bengali) III. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Spring
Prerequisite(s): BANG 47901

BANG 47901. Rdgs: Advanced Bangla (Bengali) II. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Winter
Prerequisite(s): BANG 47900

BANG 47902. Rdgs: Advanced Bangla (Bengali) III. 100 Units.
No description available.
Instructor(s): T. d’Hubert Terms Offered: Spring
Prerequisite(s): BANG 47901

South Asian Languages & Civilizations - Hindi Courses

HIND 30100-30200-30300. Third-Year Hindi I-II-III.
Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.

HIND 30100. Third-Year Hindi I. 100 Units.
Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.
Instructor(s): U. Stark Terms Offered: Autumn
Prerequisite(s): HIND 20300 or comparable level of language skills
HIND 30200. Third-Year Hindi II. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Winter
Prerequisite(s): HIND 30100 or comparable level of language skills

HIND 30300. Third-Year Hindi III. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Spring
Prerequisite(s): HIND 30200 or comparable level of language skills

HIND 30200. Third-Year Hindi II. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Winter
Prerequisite(s): HIND 30100 or comparable level of language skills

HIND 30300. Third-Year Hindi III. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Spring
Prerequisite(s): HIND 30200 or comparable level of language skills

HIND 40100-40200-40300. Fourth-Year Hindi I-II-III.
Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.

HIND 40100. Fourth-Year Hindi I. 100 Units.
Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.
Instructor(s): U. Stark Terms Offered: Autumn
Prerequisite(s): HIND 30300 or comparable level of language skills

HIND 40200. Fourth-Year Hindi II. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Winter
Prerequisite(s): HIND 40100 or comparable level of language skills

HIND 40300. Fourth-Year Hindi III. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Spring
Prerequisite(s): HIND 40200 or comparable level of language skills

HIND 40200. Fourth-Year Hindi II. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Winter
Prerequisite(s): HIND 40100 or comparable level of language skills

HIND 40300. Fourth-Year Hindi III. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Spring
Prerequisite(s): HIND 40200 or comparable level of language skills
HIND 47900-47901-47902. Rdgs: Advanced Hindi I-II-III.
Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.

HIND 47900. Rdgs: Advanced Hindi I. 100 Units.
Readings from Hindi literary and journalistic texts and a wide array of other sources depending on student interests, with continuing grammar review and practice in listening comprehension, composition and speech.
Instructor(s): U. Stark Terms Offered: Autumn
Prerequisite(s): HIND 40300

HIND 47901. Rdgs: Advanced Hindi II. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Winter
Prerequisite(s): HIND 47900

HIND 47902. Rdgs: Advanced Hindi III. 100 Units.
No description available.
Instructor(s): T. Williams Terms Offered: Spring
Prerequisite(s): HIND 47901

HIND 47904. Wives, Widows, Prostitutes: Indian Lit & the Women’s Question. 100 Units.
From the early nineteenth century, the debate on the status of Indian women formed an integral part of the discourse on the state of civilization, Hindu tradition, and social reform in colonial India. This course explores how Hindi and Urdu writers 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, these authors addressed controversial issues such as female education, child marriage, widow remarriage, and prostitution in their fictional and other writings. We explore the tensions of a literary and social agenda that advocated the "uplift" of women as a necessary precondition for the progress of the nation, while also expressing patriarchal fears about women's rights and freedom. Texts will be read in English translation, with some excerpts in the original.
Instructor(s): U. Stark Terms Offered: Spring
Prerequisite(s): Basic knowledge of Hindi or Urdu; Instructor consent is required for undergraduate students.
Equivalent Course(s): SALC 43800, GNSE 27902, GNSE 47900, SALC 27904
South Asian Languages & Civilizations - Marathi Courses

South Asian Languages & Civilizations - Pali Courses

South Asian Languages & Civilizations - Sanskrit Courses

SANS 30100-30200-30300. Third-Year Sanskrit I-II-III.
Reading selections introduce major Sanskrit genres, including verse and prose narrative, lyric poetry, drama, and the intellectual discourse of religion, philosophy, and the sciences. Analysis of the language and style employed in commentarial texts and practice in reading such texts is also emphasized.

SANS 30100. Third-Year Sanskrit I. 100 Units.
Reading selections introduce major Sanskrit genres, including verse and prose narrative, lyric poetry, drama, and the intellectual discourse of religion, philosophy, and the sciences. Analysis of the language and style employed in commentarial texts and practice in reading such texts is also emphasized.
Instructor(s): P. Olivelle
Terms Offered: Autumn
Prerequisite(s): SANS 20300 or approval of instructor

SANS 30200. Third-Year Sanskrit II. 100 Units.
No description available.
Instructor(s): D. Arnold
Terms Offered: Winter
Prerequisite(s): SANS 30100 or approval of instructor

SANS 30300. Third-Year Sanskrit III. 100 Units.
No description available.
Instructor(s): G. Tubb
Terms Offered: Spring
Prerequisite(s): SANS 30200 or approval of instructor

SANS 40100-40200-40300. Fourth-Year Sanskrit I-II-III.
The goal of this sequence is to provide students with strong reading expertise in a wide range of Sanskrit texts in literature (poems and plays, verse and prose) and the scientific and philosophical discourses (e.g., grammar, logic, poetic theory, Buddhist thought), and commentarial literature on both.
SANS 40100. Fourth-Year Sanskrit I. 100 Units.
The goal of this sequence is to provide students with strong reading expertise in a wide range of Sanskrit texts in literature (poems and plays, verse and prose) and the scientific and philosophical discourses (e.g., grammar, logic, poetic theory, Buddhist thought), and commentarial literature on both.
Instructor(s): P. Olivelle Terms Offered: Autumn
Prerequisite(s): SANS 30300 or approval of instructor

SANS 40200. Fourth-Year Sanskrit II. 100 Units.
No description available.
Instructor(s): D. Arnold Terms Offered: Winter
Prerequisite(s): SANS 40100 or approval of instructor

SANS 40300. Fourth-Year Sanskrit III. 100 Units.
No description available.
Instructor(s): G. Tubb Terms Offered: Spring
Prerequisite(s): SANS 40200 or approval of instructor

SANS 40200. Fourth-Year Sanskrit II. 100 Units.
No description available.
Instructor(s): D. Arnold Terms Offered: Winter
Prerequisite(s): SANS 40100 or approval of instructor

SANS 40300. Fourth-Year Sanskrit III. 100 Units.
No description available.
Instructor(s): G. Tubb Terms Offered: Spring
Prerequisite(s): SANS 40200 or approval of instructor

SANS 47900-47901-47902. Rdgs: Advanced Sanskrit I-II-III.
Readings drawn from texts at an advanced level of difficulty in any of the relevant genres of Sanskrit, including literature, philosophy, literary theory, and religion, for students who have already completed fourth-year Sanskrit. Continuing attention is given to matters of grammar, style, scholastic techniques, and intellectual and cultural content.

SANS 47900. Rdgs: Advanced Sanskrit I. 100 Units.
Readings drawn from texts at an advanced level of difficulty in any of the relevant genres of Sanskrit, including literature, philosophy, literary theory, and religion, for students who have already completed fourth-year Sanskrit. Continuing attention is given to matters of grammar, style, scholastic techniques, and intellectual and cultural content.
Instructor(s): P. Olivelle Terms Offered: Autumn
Prerequisite(s): SANS 40300

SANS 47901. Rdgs: Advanced Sanskrit II. 100 Units.
No description available.
Instructor(s): D. Arnold Terms Offered: Winter
Prerequisite(s): SANS 47900
SANS 47902. Rdgs: Advanced Sanskrit III. 100 Units.
No description available.
Instructor(s): G. Tubb Terms Offered: Spring
Prerequisite(s): SANS 47901
Equivalent Course(s): DVPR 41500

SANS 47901. Rdgs: Advanced Sanskrit II. 100 Units.
No description available.
Instructor(s): D. Arnold Terms Offered: Winter
Prerequisite(s): SANS 47900

SANS 47902. Rdgs: Advanced Sanskrit III. 100 Units.
No description available.
Instructor(s): G. Tubb Terms Offered: Spring
Prerequisite(s): SANS 47901
Equivalent Course(s): DVPR 41500

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - SOUTH ASIAN LANGUAGES & CIVILIZATIONS COURSES

SALC 30509. Hindi Cinema: from 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): CMST 24107, CMST 34107, GNSE 20509, SALC 20509

SALC 30510. Indian Art Cinema. 100 Units.
What do we mean when we refer to “art films” in the Indian context? Is it fair to refer to the body of film works that come under this rubric as Indian national cinema? Through a close analysis of films by Satyajit Ray, Ritwik Ghatak, Mrinal Sen, Shyam Benegal, Mani Kaul, Basu Chatterjee, M. S. Sathyu, Girish Kasaravalli, and Aparna Sen, this course will analyze the different currents in Indian art cinema.
Instructor(s): R. Majumdar Terms Offered: Spring
Equivalent Course(s): CMST 24108, CMST 34108, SALC 20510
SALC 30800. Music of South Asia. 100 Units.
This course examines the music of South Asia as an aesthetic domain with both
unity and particularity in the region. The unity of the North and South Indian
classical traditions is treated historically and analytically, with special emphasis
placed on correlating their musical and mythological aspects. The classical traditions
are contrasted with regional, tribal, and folk music with respect to fundamental
conceptualizations of music and the roles it plays in society. In addition, the
repertories of Pakistan, Afghanistan, and Sri Lanka, as well as states and nations
bordering the region, are covered. Music is also considered as a component of myth,
religion, popular culture, and the confrontation with modernity.
Instructor(s): K. Mason Terms Offered: Various
Prerequisite(s): Any 10000-level music course or consent of instructor
Note(s): This course typically is offered in alternate years.
Equivalent Course(s): MUSI 23700, SALC 20800

SALC 30900. Cultural Politics of Contemporary India. 100 Units.
Structured as a close-reading seminar, this class offers an anthropological immersion
in the cultural politics of urban India today. A guiding thread in the readings is
the question of the ideologies and somatics of shifting "middle class" formations;
and their articulation through violence, gender, consumerism, religion, and
technoscience.
Instructor(s): W. Mazzarella Terms Offered: TBD
Equivalent Course(s): ANTH 25500, ANTH 42600, SALC 20900

SALC 37701. Mughal India: Tradition and 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): SALC 27701, HIST 26602, HIST 36602

SALC 39900. Informal Reading Course. 100 Units.
No description available.
Instructor(s): Student chooses instructor Terms Offered: Autumn, Winter, Spring
Note(s): Requires consent of instructor

SALC 40200. Research Themes II. 100 Units.
Topic: "Representing Renunciation." This course will look at texts and documentary
films about both male and female renunciation (monasticism) in South and
Southeast Asia (Hinduism, Jainism, Buddhism). It will also read and discuss Bill
Nichols’ book Introduction to Documentary Film. It will be concerned with how
these institutions and traditions are represented in the two media. How far are the
media similar or different?
Instructor(s): S. Collins Terms Offered: Autumn
Prerequisite(s): SALC Core Requirement
Note(s): This course has a different topic each quarter it is offered. Autumn 2015:
"Representing Renunciation"
SALC 42501. Many Ramayanas. 100 Units.
This course is a close reading of the great Hindu Epic, the story of Rama’s recovery of his wife, Sita, from the demon Ravana on the island of Lanka, with special attention to the changes in the telling of the story throughout Indian history. Readings are in Paula Richman, Many Ramayanas and Questioning Ramayanas; the Ramayanas of Valmiki (in translation by Goldman, Sattar, Shastri, and R. K. Narayan), Kampan, and Tulsi; the Yogavasistha-Maharamayana; and contemporary comic books and films.
Instructor(s): W. Doniger Terms Offered: Winter
Prerequisite(s): Consent of instructor
Equivalent Course(s): HREL 42501, FNDL 22901, RLST 26801, SCTH 40701

SALC 43800. Wives, Widows, Prostitutes: Indian Lit & the Women’s Question. 100 Units.
From the early nineteenth century, the debate on the status of Indian women formed an integral part of the discourse on the state of civilization, Hindu tradition, and social reform in colonial India. This course explores how Hindi and Urdu writers 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, these authors addressed controversial issues such as female education, child marriage, widow remarriage, and prostitution in their fictional and other writings. We explore the tensions of a literary and social agenda that advocated the “uplift” of women as a necessary precondition for the progress of the nation, while also expressing patriarchal fears about women’s rights and freedom. Texts will be read in English translation, with some excerpts in the original.
Instructor(s): U. Stark Terms Offered: Spring
Prerequisite(s): Basic knowledge of Hindi or Urdu; Instructor consent is required for undergraduate students.
Equivalent Course(s): HIND 47904, GNSE 27902, GNSE 47900, SALC 27904

SALC 48400. Second-Year Sanskrit II. 100 Units.
Instructor(s): W. Doniger Terms Offered: Winter
Prerequisite(s): SANS 20100 or consent of instructor
Equivalent Course(s): SANS 20200, HREL 36000
SALC 49300. 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.
Instructor(s): T. Williams Terms Offered: Spring
Equivalent Course(s): CMLT 29302, CMLT 39302, SALC 29300

SALC 49900. Thesis Research. 100 Units.
No description available.
Instructor(s): Student chooses instructor Terms Offered: Autumn, Winter, Spring
Note(s): Requires consent of instructor

SALC 60100. Teaching South Asia. 100 Units.
Teaching South Asia will be a Workshop open to students in their second year of their graduate program or above, who are now or who expect to be teaching any kinds of course in the area(s) of South Asian Studies in the future. It is intended for all students in the University, and will not have a specific Humanities focus. In the past we have discussed actual or draft syllabuses, students have given trial lectures, conference or job talks, we have run mock job interviews, etc. What happens this year will depend on what students want. Students who have attended the workshop before will be allowed to take it again.
Instructor(s): S. Collins Terms Offered: Autumn
Prerequisite(s): Second year as a graduate student or beyond.

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - TAMIL COURSES
TAML 30100-30200-30300. Third-Year Tamil I-II-III.
On the basis of a variety of readings, such as short stories, poems, excerpts from novels or non-fiction, this course addresses those issues of modern written Tamil grammar which have not been covered during the previous two years. Readings are typically selected with a view to providing important cultural information, and they are supplemented by film clips and other media. Class content may be chosen or adapted based on particular student needs. Further work on listening and speaking proficiency is also part of the course. Based on prior consultation with instructor regarding placement, this course might be an appropriate starting point for speakers of Tamil with previous knowledge (e.g., heritage students).
TAML 30100. Third-Year Tamil I. 100 Units.
On the basis of a variety of readings, such as short stories, poems, excerpts from novels or non-fiction, this course addresses those issues of modern written Tamil grammar which have not been covered during the previous two years. Readings are typically selected with a view to providing important cultural information, and they are supplemented by film clips and other media. Class content may be chosen or adapted based on particular student needs. Further work on listening and speaking proficiency is also part of the course. Based on prior consultation with instructor regarding placement, this course might be an appropriate starting point for speakers of Tamil with previous knowledge (e.g., heritage students).
Instructor(s): S. Ebeling Terms Offered: Autumn
Prerequisite(s): TAML 20300 or comparable level of language skills. Prior consent of instructor required.

TAML 30200. Third-Year Tamil II. 100 Units.
No description available.
Instructor(s): S. Ebeling Terms Offered: Winter
Prerequisite(s): TAML 30100 or comparable level of language skills. Prior consent of instructor required.

TAML 30300. Third-Year Tamil III. 100 Units.
No description available.
Instructor(s): S. Ebeling Terms Offered: Spring
Prerequisite(s): TAML 30200 or comparable level of language skills. Prior consent of instructor required.

TAML 30200. Third-Year Tamil II. 100 Units.
No description available.
Instructor(s): S. Ebeling Terms Offered: Winter
Prerequisite(s): TAML 30100 or comparable level of language skills. Prior consent of instructor required.

TAML 30300. Third-Year Tamil III. 100 Units.
No description available.
Instructor(s): S. Ebeling Terms Offered: Spring
Prerequisite(s): TAML 30200 or comparable level of language skills. Prior consent of instructor required.

TAML 40100-40200-40300. Fourth-Year Tamil I-II-III.
This course typically includes an introduction to Classical Tamil grammar and literature, with sample readings reaching from the oldest known Tamil literature (Sangam poetry) via bhakti poems to the magnificent courtly compositions of the high and late medieval periods. Various other types of linguistic variation may also be studied, e.g. inscriptive Tamil or dialects/regional language registers. Depending on the students’ needs, an overview of Tamil literary history is also given. Native or heritage speakers of Tamil are required to have a solid knowledge of modern Tamil grammar.
TAML 40100. Fourth-Year Tamil I. 100 Units.
This course typically includes an introduction to Classical Tamil grammar and literature, with sample readings reaching from the oldest known Tamil literature (Sangam poetry) via bhakti poems to the magnificent courtly compositions of the high and late medieval periods. Various other types of linguistic variation may also be studied, e.g. inscriptional Tamil or dialects/regional language registers. Depending on the students’ needs, an overview of Tamil literary history is also given. Native or heritage speakers of Tamil are required to have a solid knowledge of modern Tamil grammar. Instructor(s): S. Ebeling Terms Offered: Autumn Prerequisite(s): TAML 30300 or comparable level of language skills. Prior consent of instructor required.

TAML 40200. Fourth-Year Tamil II. 100 Units.
No description available. Instructor(s): S. Ebeling Terms Offered: Winter Prerequisite(s): TAML 40100 or comparable level of language skills. Prior consent of instructor required.

TAML 40300. Fourth-Year Tamil III. 100 Units.
No description available. Instructor(s): S. Ebeling Terms Offered: Spring Prerequisite(s): TAML 40200 or comparable level of language skills. Prior consent of instructor required.

TAML 47900-47901-47902. Rdgs: Advanced Tamil; Rdgs: Advanced Tamil II-III. This course is for students who have successfully completed third- and fourth-year Tamil. It is typically tailored to student needs in terms of the selection of texts to be addressed and discussed. Depending on their interest, students may choose to read Tamil texts from any time period, country or genre. Prior consent of instructor is required.
TAML 47900. Rdgs: Advanced Tamil. 100 Units.
This course is for students who have successfully completed third- and fourth-year Tamil. It is typically tailored to student needs in terms of the selection of texts to be addressed and discussed. Depending on their interest, students may choose to read Tamil texts from any time period, country or genre. Prior consent of instructor is required.
Instructor(s): S. Ebeling Terms Offered: Autumn
Prerequisite(s): TAML 40300

TAML 47901. Rdgs: Advanced Tamil II. 100 Units.
No description available.
Instructor(s): S. Ebeling Terms Offered: Winter
Prerequisite(s): TAML 47900

TAML 47902. Rdgs: Advanced Tamil III. 100 Units.
No description available.
Instructor(s): S. Ebeling Terms Offered: Spring
Prerequisite(s): TAML 47901

TAML 47901. Rdgs: Advanced Tamil II. 100 Units.
No description available.
Instructor(s): S. Ebeling Terms Offered: Winter
Prerequisite(s): TAML 47900

TAML 47902. Rdgs: Advanced Tamil III. 100 Units.
No description available.
Instructor(s): S. Ebeling Terms Offered: Spring
Prerequisite(s): TAML 47901

SOUTH ASIAN LANGUAGES & CIVILIZATIONS - TIBETAN COURSES

TBTN 30100-30200-30300. Third-Year Tibetan I-II-III.
The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods.

TBTN 30100. Third-Year Tibetan I. 100 Units.
The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods.
Instructor(s): C. Wedemeyer Terms Offered: Autumn
Prerequisite(s): TBTN 20300 or consent of instructor

TBTN 30200. Third-Year Tibetan II. 100 Units.
Third-Year Tibetan
Instructor(s): M. Kapstein Terms Offered: Winter
Prerequisite(s): TBTN 30100 or consent of instructor
TBTN 30300. Third-Year Tibetan III. 100 Units.
Third-Year Tibetan
Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 30200 or consent of instructor

TBTN 30200-30300. Third-Year Tibetan II-III.
Third-Year Tibetan

TBTN 30200. Third-Year Tibetan II. 100 Units.
Third-Year Tibetan
Instructor(s): M. Kapstein Terms Offered: Winter
Prerequisite(s): TBTN 30100 or consent of instructor

TBTN 30300. Third-Year Tibetan III. 100 Units.
Third-Year Tibetan
Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 30200 or consent of instructor

TBTN 30300. Third-Year Tibetan III. 100 Units.
Third-Year Tibetan
Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 30200 or consent of instructor

TBTN 40100-40200-40300. Fourth-Year Tibetan I-II-III.
The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods.

TBTN 40100. Fourth-Year Tibetan I. 100 Units.
The third- and fourth-year sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction consists in guided readings, with continuing grammar review, practice in speaking, and application of philological methods.
Instructor(s): C. Wedemeyer Terms Offered: Autumn
Prerequisite(s): TBTN 30300 or consent of instructor

TBTN 40200. Fourth-Year Tibetan II. 100 Units.
No description available.
Instructor(s): M. Kapstein Terms Offered: Winter
Prerequisite(s): TBTN 40100 or consent of instructor

TBTN 40300. Fourth-Year Tibetan III. 100 Units.
No description available.
Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 40200 or consent of instructor

TBTN 40200. Fourth-Year Tibetan II. 100 Units.
No description available.
Instructor(s): M. Kapstein Terms Offered: Winter
Prerequisite(s): TBTN 40100 or consent of instructor
TBTN 40300. Fourth-Year Tibetan III. 100 Units.
No description available.
Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 40200 or consent of instructor

TBTN 47900-47901-47902. Rdgs: Advanced Tibetan I-II-III.
Readings: Advanced Tibetan is for students who have successfully completed third year and fourth year or equivalent with placement test. The sequence is meant to expose students to a range of genres in Tibetan literature, including religious, historical, philosophical, scientific, and literary works. Instruction includes guided readings with continuing grammar review, practice in speaking, and application of philological methods.

Instructor(s): C. Wedemeyer Terms Offered: Autumn
Instructor(s): M. Kapstein Terms Offered: Winter
Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 40300

TBTN 47901. Rdgs: Advanced Tibetan II. 100 Units.
No description available.
Instructor(s): M. Kapstein Terms Offered: Winter
Prerequisite(s): TBTN 47900

TBTN 47902. Rdgs: Advanced Tibetan III. 100 Units.
No description available.
Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 47901

TBTN 47901. Rdgs: Advanced Tibetan II. 100 Units.
No description available.
Instructor(s): M. Kapstein Terms Offered: Winter
Prerequisite(s): TBTN 47900

TBTN 47902. Rdgs: Advanced Tibetan III. 100 Units.
No description available.
Instructor(s): K. Ngodup Terms Offered: Spring
Prerequisite(s): TBTN 47901
SOUTH ASIAN LANGUAGES & CIVILIZATIONS - URDU COURSES

URDU 30100-30200-30300. Third-Year Urdu I-II-III.
This third- and fourth-year sequence consists of courses primarily in Urdu prose, meant for students who have already mastered the grammar and control vocabulary past the basic level. The two-year cycle includes passages/selections from noted Urdu writers from the late eighteenth through the twentieth century. The sequence has two major goals. The first goal is to emphasize training in comprehension, reading, writing, philology, and discussion (in Urdu). A second goal is to encourage analysis of the widely acknowledged masters of Urdu style by locating them within the larger context of early modern and modern South Asian social and intellectual history.

URDU 30100. Third-Year Urdu I. 100 Units.
This third- and fourth-year sequence consists of courses primarily in Urdu prose, meant for students who have already mastered the grammar and control vocabulary past the basic level. The two-year cycle includes passages/selections from noted Urdu writers from the late eighteenth through the twentieth century. The sequence has two major goals. The first goal is to emphasize training in comprehension, reading, writing, philology, and discussion (in Urdu). A second goal is to encourage analysis of the widely acknowledged masters of Urdu style by locating them within the larger context of early modern and modern South Asian social and intellectual history.
Instructor(s): M. Alam Terms Offered: Autumn
Prerequisite(s): URDU 20300 or consent of instructor

URDU 30200. Third-Year Urdu II. 100 Units.
Third-Year Urdu I-II-III
Instructor(s): M. Alam Terms Offered: Winter
Prerequisite(s): URDU 30100 or consent of instructor

URDU 30300. Third-Year Urdu III. 100 Units.
Third-Year Urdu
Instructor(s): M. Alam Terms Offered: Spring
Prerequisite(s): URDU 30200 or consent of instructor

URDU 30200-30300. Third-Year Urdu II-III.
Third-Year Urdu I-II-III

URDU 30200. Third-Year Urdu II. 100 Units.
Third-Year Urdu I-II-III
Instructor(s): M. Alam Terms Offered: Winter
Prerequisite(s): URDU 30100 or consent of instructor

URDU 30300. Third-Year Urdu III. 100 Units.
Third-Year Urdu
Instructor(s): M. Alam Terms Offered: Spring
Prerequisite(s): URDU 30200 or consent of instructor
URDU 30300. Third-Year Urdu III. 100 Units.
Third-Year Urdu
Instructor(s): M. Alam Terms Offered: Spring
Prerequisite(s): URDU 30200 or consent of instructor

URDU 37100. Urdu in the 21st Century. 100 Units.
This course is intended to provide continued language teaching beyond the second-year course through reading and analysis of authentic contemporary materials. It differs from the regular third-year class/sequence in that it will focus on contemporary issues and texts (both print and electronic) rather than the literary canon. Readings will be selected by students and the instructor in consultation and will include a variety of genres and subject matter – to be determined by the fields of interest/research of the students enrolled.
Instructor(s): E. Bashir Terms Offered: Autumn
Prerequisite(s): Second year Urdu sequence or its equivalent, and permission of the instructor.

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

Instructor(s): M. Alam
Prerequisite(s): URDU 30300 or consent of instructor

URDU 40100. Fourth-Year Urdu I. 100 Units.
This third- and fourth-year sequence consists of courses primarily in Urdu prose, meant for students who have already mastered the grammar and control vocabulary past the basic level. The two-year cycle includes passages/selections from noted Urdu writers from the late eighteenth through the twentieth century. The sequence has two major goals. The first goal is to emphasize training in comprehension, reading, writing, philology, and discussion (in Urdu). A second goal is to encourage analysis of the widely acknowledged masters of Urdu style by locating them within the larger context of early modern and modern South Asian social and intellectual history.
Instructor(s): M. Alam
Prerequisite(s): URDU 30300 or consent of instructor

URDU 40200. Fourth-Year Urdu II. 100 Units.
No description available.
Instructor(s): M. Alam
Prerequisite(s): URDU 40100 or consent of instructor
URDU 40300. Fourth-Year Urdu III. 100 Units.
No description available.
Instructor(s): M. Alam
Prerequisite(s): URDU 40200 or consent of instructor

URDU 40200. Fourth-Year Urdu II. 100 Units.
No description available.
Instructor(s): M. Alam
Prerequisite(s): URDU 40100 or consent of instructor

URDU 40300. Fourth-Year Urdu III. 100 Units.
No description available.
Instructor(s): M. Alam
Prerequisite(s): URDU 40200 or consent of instructor

URDU 47900-47901-47902. Rdgs: Advanced Urdu I-II-III.
This course is for students who have successfully completed third- and fourth-year Urdu. It is typically tailored to student needs in terms of the selection of texts to be addressed and discussed. Depending on their interest, students may choose to read Urdu texts from any time period, country or genre. Prior consent of instructor is required.

URDU 47900. Rdgs: Advanced Urdu I. 100 Units.
This course is for students who have successfully completed third- and fourth-year Urdu. It is typically tailored to student needs in terms of the selection of texts to be addressed and discussed. Depending on their interest, students may choose to read Urdu texts from any time period, country or genre. Prior consent of instructor is required.
Instructor(s): M. Alam Terms Offered: Autumn
Prerequisite(s): URDU 40300

URDU 47901. Rdgs: Advanced Urdu II. 100 Units.
No description available.
Instructor(s): M. Alam Terms Offered: Winter
Prerequisite(s): URDU 47900

URDU 47902. Rdgs: Advanced Urdu III. 100 Units.
No description available.
Instructor(s): M. Alam Terms Offered: Spring
Prerequisite(s): URDU 47901

URDU 47901. Rdgs: Advanced Urdu II. 100 Units.
No description available.
Instructor(s): M. Alam Terms Offered: Winter
Prerequisite(s): URDU 47900
URDU 47902. Rdgs: Advanced Urdu III. 100 Units.
No description available.
Instructor(s): M. Alam Terms Offered: Spring
Prerequisite(s): URDU 47901