SOUTH ASIAN STUDIES

Director of undergraduate studies: Julia Stephens, 320 York St., 432-3933, julia.stephens@yale.edu; www.yale.edu/macmillan/southasia

FACULTY ASSOCIATED WITH THE PROGRAM OF SOUTH ASIAN STUDIES

Professors Akhil Amar (Law School), Tim Barringer (History of Art), Nihal de Lanerolle (School of Medicine), Michael Dove (Anthropology, Forestry & Environmental Studies), Sara Sulfer Goodyear (English), Phyllis Granoff (Religious Studies), Inderpal Grewal (Women’s, Gender, & Sexuality Studies), Kalyanakrishnan Sivaramakrishnan (Anthropology, Forestry & Environmental Studies), Shyam Sunder (School of Management), Steven Wilkinson (Political Science)

Associate Professors Ashwini Deo (Linguistics), Mayur Desai (Public Health), Zareena Grewal (Ethnicity, Race, & Migration), Karuna Mantena (Political Science), Andrew Quintman (Religious Studies), Kishwar Rizvi (History of Art)

Assistant Professors Rohit De (History), Tamara Sears (History of Art), Julia Stephens (History), Tariq Thachil (Political Science)

Senior Lecturers Carol Carpenter (Anthropology, Forestry & Environmental Studies), Geetanjali Singh Chanda (Women’s, Gender, & Sexuality Studies)

Lecturers Hugh Flick, Jr. (Religious Studies), James Pickett (South Asian Studies), Stanley Scott (Music)

Senior Lectors David Brick, Seema Khurana, Swapna Sharma

The program in South Asian Studies combines the requirements of a discipline-based first major with significant course work in South Asian Studies. South Asian Studies can be taken only as a second major. The major is intended to provide students with a broad understanding of the history, culture, and languages of South Asia, as well as the region's current social, political, and economic conditions. Work in a discipline-based major coupled with a focus on South Asia prepares students for graduate study, employment in nongovernmental organizations, or business and professional careers in which an understanding of the region is essential.

The South Asian Studies major permits students to choose courses from a wide range of disciplines. Individual programs should have a balance between courses in the humanities and those in the social sciences. The proposed course of study must be approved by the director of undergraduate studies. Students should also identify an adviser from the South Asian Studies faculty in their area of specialization as early as possible.

Permission to complete two majors must be secured from the Committee on Honors and Academic Standing. Application forms are available from the residential college deans and must be submitted prior to the student's final term.

Requirements of the major In addition to fulfilling the requirements of the primary major, a student choosing South Asian Studies as a second major must complete seven term courses in South Asian Studies numbered 200 or above. At least two of the seven courses must address premodern South Asia, and at least two should be seminars. Students may petition the director of undergraduate studies to include one relevant course from another department or program; approval may require additional course work on South Asian topics. Students must also complete the senior requirement and meet the major's language requirement.

Credit/D/Fail A maximum of one course taken Credit/D/Fail may count toward the major.

Language requirement One South Asian language must be studied at the advanced level (L5). Students who matriculate with advanced proficiency in a South Asian language (excluding English), as demonstrated through testing, are encouraged to study Sanskrit, or to study a second modern language through Yale courses or the Directed Independent Language Study program. Students may request substitution of another appropriate language (e.g., Persian or Arabic) for the core language requirement, and they are encouraged to pursue intensive language study through courses or work abroad.

Senior requirement The senior requirement may be fulfilled by completion of a seminar that culminates in a senior essay. Alternatively, the requirement may be fulfilled by completion of a one-credit, two-term senior research project in SAST 491, 492, or by completion of a one-credit, one-term directed study in SAST 486 that culminates in a senior essay. The senior essay should be a substantial paper with a maximum length of 8,000 words for one term and 10,500 words for two terms. The use of primary materials in the languages of the region is encouraged in senior essay projects. The director of undergraduate studies must approve senior essay plans early in the student's senior year.

Study abroad Up to three course credits from approved study abroad programs may be applied toward the requirements of the major, with permission of the director of undergraduate studies.

Courses in the Graduate School Graduate courses in South Asian Studies are open to qualified undergraduates. Course descriptions appear in the online Graduate School bulletin (http://www.yale.edu/printer/bulletin/htmlfiles/grad/the-graduate-school-of-arts-and-sciences.html) and are also available in the South Asian Studies program office. Permission of the instructor and of the director of graduate studies is required.

REQUIREMENTS OF THE MAJOR

Prerequisites None
Language and Literature Courses

* BNGL 110a, Introductory Bengali I  Staff
A comprehensive approach to learning all four language skills: speaking, listening, reading, and writing. At the completion of the two-term sequence students are able to read and write in Bengali, and to converse in formal and informal situations. Course taught through distance learning using videoconferencing technology from Cornell University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information. Credit only on completion of BNGL 120. L1 RP 1½ Course cr

* BNGL 120b, Introductory Bengali II  Staff
Continuation of BNGL 110. Prerequisite: BNGL 110 or equivalent. Course taught through distance learning using videoconferencing technology from Cornell University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information. L2 RP 1½ Course cr

* BNGL 130a, Intermediate Bengali I  Staff
The first half of a two-term sequence designed to develop intermediate proficiency in Bengali. Review of major grammar topics. Emphasis on expanding vocabulary, developing effective reading strategies, and improving listening comprehension. Readings, discussion, and written work focus on cultural topics in the Bengali-speaking world. Prerequisite: BNGL 120 or equivalent. Course taught through distance learning using videoconferencing technology from Cornell University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information. L3 RP 1½ Course cr

* BNGL 140b, Intermediate Bengali II  Staff
The second half of a two-term sequence designed to develop intermediate proficiency in Bengali. Review of major grammar topics. Emphasis on expanding vocabulary, developing effective reading strategies, and improving listening comprehension. Readings, discussion, and written work focus on cultural topics in the Bengali-speaking world. Prerequisite: BNGL 130 or equivalent. Course taught through distance learning using videoconferencing technology from Cornell University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information. L4 1½ Course cr

* BNGL 150a, Advanced Bengali I  Staff
The foremost goal of this class is to support and encourage language skills in interpretive reading and writing and help the student to attain language proficiency at the Advanced Mid/High level of the American Council on the Teaching of Foreign Languages (ACTFL) and C1 level of the Common European Framework of Reference for Languages (CEFR). Prerequisite: BNGL 140 or equivalent. Course taught through distance learning using videoconferencing technology from Cornell University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information. L5 RP

* BNGL 160b, Advanced Bengali II  Staff
The foremost goal of this class is to support and encourage language skills in Oral Discussions (speaking) and Interpretive Listening and help the student to attain language proficiency at the Advanced Mid/High level of the American Council on the Teaching of Foreign Languages (ACTFL) and C1 level of the Common European Framework of Reference for Languages (CEFR). Prerequisite: BNGL 150 or equivalent. Course taught through distance learning using videoconferencing technology from Cornell University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information. RP

* HNDI 110a, Elementary Hindi I  Staff
An in-depth introduction to modern Hindi, including the Devanagari script. A combination of graded texts, written assignments, audiovisual material, and computer-based exercises provides cultural insights and increases proficiency in understanding, speaking, reading, and writing Hindi. Emphasis on spontaneous self-expression in the language. No prior background in Hindi assumed. Credit only on completion of HNDI 120. L1 ½ Course cr

HNDI 120b, Elementary Hindi II  Staff
Continuation of HNDI 110. After HNDI 110 or equivalent. L2 ½ Course cr

HNDI 130a, Intermediate Hindi I  Seema Khurana and Swapna Sharma
The first half of a two-term sequence designed to develop proficiency in the four language skills. Extensive use of cultural documents including feature films, radio broadcasts, and literary and nonliterary texts to increase proficiency in understanding, speaking, reading, and writing Hindi. Focus on cultural nuances and Hindi literary traditions. Emphasis on spontaneous self-expression in the language. After HNDI 120 or equivalent. L3 ½ Course cr

* HNDI 132a, Accelerated Hindi I  Swapna Sharma
A fast-paced course designed for students who are able to understand basic conversational Hindi but who have minimal or no literacy skills. Introduction to the Devanagari script; development of listening and speaking skills; vocabulary enrichment; attention to
sociocultural rules that affect language use. Students learn to read simple texts and to converse on a variety of everyday personal and social topics. 

HNDI 140b, Intermediate Hindi II  Swapna Sharma and Seema Khurana
Continuation of HNDI 130. After HNDI 130 or equivalent. 1.5 1½ Course cr

* HNDI 142b, Accelerated Hindi II  Swapna Sharma
Continuation of HNDI 132. Development of increased proficiency in the four language skills. Focus on reading and higher language functions such as narration, description, and comparison. Reading strategies for parsing paragraph-length sentences in Hindi newspapers. Discussion of political, social, and cultural dimensions of Hindi culture as well as contemporary global issues. 1.5

HNDI 150a, Advanced Hindi  Seema Khurana
An advanced language course aimed at enabling students to engage in fluent discourse in Hindi and to achieve a comprehensive knowledge of formal grammar. Introduction to a variety of styles and levels of discourse and usage. Emphasis on the written language, with readings on general topics from newspapers, books, and magazines. Prerequisite: HNDI 140 or permission of instructor. 1.5

* HNDI 157b, Hindi in the Diaspora  Seema Khurana
An advanced language course designed to develop overall language skills through selected readings in Hindi literature and the study of popular culture in the Indian diaspora. Works by Suham Bedi, Sunita Jain, and Umesh Agnihotri; theater, films, and other art forms; news articles and television programs related to political, social, and cultural debates. Prerequisite: HNDI 150 or permission of instructor. 1.5

* HNDI 159b, Hindi Literature and Public Culture  Seema Khurana
An advanced language course that develops language skills through selected readings of Indian literature and the study of popular culture. Focus on the adaptations of literary works of Prem Chand, Manmoo Bhandhari, Sharat Chandra, and Amrita Pritam in popular culture, cinema, theater, and television dramas. Prerequisite: HNDI 150. 1.5

* HNDI 198a or b, Advanced Tutorial  Staff
For students with advanced Hindi language skills who wish to engage in concentrated reading and research on material not otherwise offered by the department. Work must be supervised by an adviser and must terminate in a term paper or the equivalent. Permission to enroll requires submission of a detailed project proposal and its approval by the language studies coordinator. Prerequisite: HNDI 150 or equivalent.

* SKRT 110a / LING 115a, Introductory Sanskrit I  David Brick
An introduction to Sanskrit language and grammar. Focus on learning to read and translate basic Sanskrit sentences in Devanagari script. No prior background in Sanskrit assumed. 1.1 1½ Course cr

SKRT 130a / LING 138a, Intermediate Sanskrit I  David Brick
The first half of a two-term sequence aimed at helping students develop the skills necessary to read texts written in Sanskrit. Readings include selections from the Hitopadesa, Kathasaritsagara, Mahabharata, and Bhagavadgita. After SKRT 120 or equivalent. 1.3 1½ Course cr

* SKRT 150a, Advanced Sanskrit: Dharmasastra  David Brick
Introduction to Sanskrit commentarial literature, particularly to Dharmasastra, an explication and analysis of dharma (law or duty). Discussion of normative rules of human behavior; historical traditions of writing on the Indian subcontinent. Prerequisite: SKRT 140 or equivalent. 1.5

* TAML 110a, Introductory Tamil I  Staff
An in-depth introduction to modern Tamil, focusing on skills in comprehension, speaking, reading, and writing as well as on cultural understanding. Course work includes graded texts, written assignments, audiovisual material, and computer-based exercises. No prior background in Tamil assumed. Course taught through distance learning using videoconferencing technology from Columbia University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information. Credit only on completion of TAML 120. 1.1 1½ Course cr

* TAML 120b, Introductory Tamil II  Staff
Continuation of TAML 110. After TAML 110. Course taught through distance learning using videoconferencing technology from Columbia University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information. 1.2 1½ Course cr

* TAML 130a, Intermediate Tamil I  Staff
The first half of a two-term sequence designed to develop proficiency in comprehension, speaking, reading, and writing through the use of visual media, newspapers and magazines, modern fiction and poetry, and public communications such as pamphlets, advertisements, and government announcements. Prerequisite: TAML 120 or equivalent. Course taught through distance learning using videoconferencing technology from Columbia University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information. 1.3 RP 1½ Course cr

* TAML 140b, Intermediate Tamil II  Staff
The second half of a two-term sequence designed to develop proficiency in listening, speaking, reading, and writing. Focus on the communicative aspects of the language. Some attention to Tamil culture since the Sangam period. Prerequisite: TAML 130 or equivalent.
Course taught through distance learning using videoconferencing technology from Columbia University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information.

* TBTN 110a, Elementary Classical Tibetan I  
Staff  
First half of a two-term introduction to classical Tibetan. The script and its Romanization, pronunciation, normative dictionary order, and basic grammar. Readings from Tibetan literature and philosophy. Course taught through distance learning using videoconferencing technology from Columbia University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information. Credit only on completion of TBTN 120. L1 1½ Course cr

* TBTN 120b, Elementary Classical Tibetan II  
Staff  
Second half of a two-term introduction to classical Tibetan. The script and its Romanization, pronunciation, normative dictionary order, and basic grammar. Readings from Tibetan literature and philosophy. Prerequisite: TBTN 110. Course taught through distance learning using videoconferencing technology from Columbia University. Enrollment limited; interested students should e-mail minjin.hashbat@yale.edu for more information. L2 1½ Course cr

General Courses in South Asian Studies

SAST 224b / HIST 396b, India and Pakistan since 1947  
Rohit De  
Introduction to the history of the Indian subcontinent from 1947 to the present. Focus on the emergence of modern forms of life and thought, the impact of the partition on state and society, and the challenges of democracy and development. Transformations of society, economy, and culture; state building; economic policy. HU

SAST 225a / HIST 341a / MMES 341a, Political Islam, Past and Present  
Julia Stephens  
A historical introduction to Islamic law and debates in Islamic political thought from the Prophet to the Arab Spring. Different interpretations of Islamic law, the formation of Muslim empires, European colonialism, nationalist movements, jihad, and the role of religion in contemporary politics in the Middle East, South Asia, Southeast Asia, Europe, and the United States. HU

* SAST 242b / PLSC 461b, India and Pakistan: Democracy, Conflict, and Development  
Steven Wilkinson  
The variation in democracy, conflict, and development between India and Pakistan since 1947, as well as variation within each country. Management of ethnic and religious conflicts, secularism, secessionist movements in Kashmir and elsewhere, the tension between economic growth and equity, and problems of governance. SO

SAST 244b / PLSC 384b, Indian Democracy in Comparative Perspective  
Tariq Thachil  
Introduction to the major dimensions of Indian democracy; comparison with the political experiences of other developing nations such as China, South Africa, Brazil, and Egypt. Topics include colonial legacies, identity politics, social movements, and social and human development. SO

SAST 259b / MUSI 357b, Indian Music Theory and Practice  
Stanley Scott  
Introduction to the concepts and culture of music in South Asia from Vedic times to the present, with a focus on North Indian classical music. Discussion of history and theory is enriched by practical instruction and live performances. Topics include raga (melody), tala (meter), musical forms, improvisation, patronage, religion, and gender, with forays into folk music and film. No previous experience in Indian classical music required. HU

SAST 265a / HSAR 142a / RLST 187a, Introduction to the History of Art: The Classical Buddhist World  
Youn-mi Kim  
Buddhist art and architecture of India, Pakistan, Afghanistan, and central Asia from earliest beginnings to the tenth century, and including Greco-Roman, Persian, and Islamic contact. HU

* SAST 270b / RLST 340b / THST 221b, Islamic Performance Traditions in Contemporary South Asia  
Claire Pamment  
Introduction to performance practices that have emerged through encounters between Islam and South Asian cultures. The diverse meanings, pleasures, and experiences such practices have offered practitioners and publics over time and space. Case studies of Islamic performance traditions examined alongside instances of creative reinventions in contemporary South Asia and its diasporas. HU

* SAST 327a, Islam and Empire in Central/South Asia  
James Pickett  
Islam in practice examined through the prism of empire in Central/South Asia (considered as a single geographical unit), with a focus on the mid-eighteenth through mid-twentieth centuries. Topics include Sufism, interfaith syncretism, orientalism, sharia law, Islamic modernism, imperial administration of religion, and periodization. HU

* SAST 341a / EP&E 481a / PLSC 442a, Development in South Asia  
Tariq Thachil  
Introduction to issues surrounding political and economic development in South Asia. Successes and failures of modernization, including the influence of intellectual trends and their derivative policy prescriptions. Foundational perspectives on development and the policies they yielded; empirical treatments of the experiences of South Asian countries in the postcolonial era. SO

* SAST 357a / FILM 374a / MUSI 356a, Bollywood’s Music, Image, and Culture  
Eben Graves  
Hindi/Urdu cinema—Bollywood—examined through its music. Focus on musical styles, production techniques, performers, and visual tropes since the mid-twentieth century. Ways that music, images, and narratives express and contest social identities; Hindi film music’s relationship with political and religious change in the context of colonial and postcolonial South Asia; and how economic, technological, and aesthetic considerations have influenced the creation of Hindi film songs. HU
Introduction to South Asian theater, performance, and dramatic traditions. How the traditions worked in their original historical and sociocultural contexts; ways in which traditions have been reconfigured in twentieth-century revivalist projects and current political and social uses. Instances of classical, popular, colonial, and political theatrical forms and practices. Readings from play texts, theater treatises, court chronicles, actors' autobiographies, and reviews, as well as screenings of films and performances.  

* SAST 366b / RLST 185b, The Bhagavad Gita  
Hugh Flick  
An examination of the Bhagavad Gita in its historical and religious context. Exploration of the major interpretations of this important religious text. All readings in translation.  
HU  

* SAST 368a / RLST 185a, The Mahabharata  
Hugh Flick  
Examination of the religious and cultural significance of the world's longest epic poem within the Hindu bhakti religious tradition. Emphasis on the core narrative, the embedded narratives, and the internal philosophical discourses, including the Bhagavad Gita.  
HU TR  

* SAST 373b / MUSI 355b / RLST 122b, Music and Hinduism  
Eben Graves  
The variety of ways in which music and sound are incorporated into Hindu traditions. How concepts of sacred sound, Sanskrit aesthetics, religious praxis and theology, musical virtuosity, nationalism, and issues of gender are central to understanding relationships between music and Hinduism. Hindu musical performance and discourse in the context of South Asian history, politics, and culture.  
HU  

* SAST 380b / ANTH 352b, Youth in Contemporary South Asia  
Sahar Romani  
Examination of youth as the analytical lens to generate inquiries and insights about social and political life in South Asia, and how global and local transformations shape and alter their everyday lives. Consideration of differences, connections, and solidarities between youth in New Haven and South Asia. Topics include anthropological and geographic theories on youth; shifts in education regimes; rising unemployment and new economies; social movements and political activism; cosmopolitanisms and consumption.  
SO  

* SAST 381a, Introduction to South Asian Studies  
Karuna Mantena and Sahar Romani  
Introduction to the interdisciplinary study of South Asia, focusing on the cultures, peoples, and politics of the Indian subcontinent. Contemporary debates concerning the social, cultural, and political processes and historical dynamics that have shaped South Asia. Topics include the caste system and its critics; the developmental state; urbanization, migration, and the crisis of rural society; violence against women; religious identity, diversity, and conflict; Bollywood cinema and visual cultures; and democratic politics and the challenge of equality.  
HU, SO  

SAST 440a / AFAM 195a / PLSC 424a, Gandhi, King, and the Politics of Nonviolence  
Karuna Mantena  
A study of the theory and practice of nonviolent political action, as proposed and practiced by M. K. Gandhi and Martin Luther King, Jr. The origins of nonviolence in Gandhian politics and the Indian independence movement; Gandhian influences on the Civil Rights movement; King's development of nonviolent politics; the legacies and lessons for nonviolent politics today.  
SO  

* SAST 441b / PLSC 284b, Indian Political Thought  
Karuna Mantena  
A historical survey of modern political thought in the Indian subcontinent, with a focus on texts, ideas, and debates that have shaped Indian democracy. Topics include the analysis and critique of colonialism; modernity, tradition, and the challenge of equality; nationalism, diversity, and community; constitutionalism and the rule of law; and multiculturalism, secularism, and toleration. Prerequisite: significant coursework in political theory, intellectual history, and/or South Asian history and politics.  
HU  

* SAST 458b / ER&M 328b / WGSS 328b, Popular Culture and Postcolonial India  
Geetanjali Chanda  
A study of films and literature of South Asians living, working, and directing in Canada, the United Kingdom, and the United States. Questions of commercial populism, authenticity, and postcolonial identity.  
WR  

* SAST 486a or b, Directed Study  
Julia Stephens  
A one-credit, single-term course on topics not covered in regular offerings. To apply for admission, a student should present a course description and syllabus to the director of undergraduate studies, along with written approval from the faculty member who will direct the study.  

* SAST 487a, Research and Writing on South Asia  
Julia Stephens  
Guidance in the research and writing of a senior essay on South Asia. Formulating a research question, analyzing primary sources, crafting an argument, preparing an annotated bibliography, and drafting and editing the essay. Designed primarily for seniors writing a senior essay in South Asian Studies or in a related major. Other students may enroll with permission of the instructor.  
HU, SO  

Senior Essay Course  

* SAST 491a and SAST 492b, Senior Essay  
Julia Stephens  
A yearlong research project completed under faculty supervision and resulting in a substantial paper. Credit for SAST 491 only on completion of SAST 492.  
½ Course cr per term