I. **ASCRC General Education Form** (revised 9/15/09)

Use to propose new general education courses (except writing courses) to change existing gen ed courses and to remove designations for existing gen ed courses.

Note: One-time-only general education designation may be requested for experimental course (X91 previously X95) granted only for the semester taught. A NEW request must be submitted for the course to receive subsequent general education status.

<table>
<thead>
<tr>
<th>Group (submit separate forms if requesting more than one general education group designation)</th>
<th>III: Language</th>
<th>VII: Social Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>III: Exception: Symbolic Systems *</td>
<td>VIII: Ethics &amp; Human Values</td>
<td></td>
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<tr>
<td>IV: Expressive Arts</td>
<td>IX: American &amp; European</td>
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<tr>
<td>V: Literary &amp; Artistic Studies</td>
<td>X: Indigenous &amp; Global</td>
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<tr>
<td>VI: Historical &amp; Cultural Studies</td>
<td>X: Natural Sciences</td>
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<tr>
<td>w/ lab □ w/out lab □</td>
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*Courses proposed for this designation must be standing requirements of majors that quality for exceptions to the modern and classical language requirement.

<table>
<thead>
<tr>
<th>Dept/Program</th>
<th>Liberal Studies/South and Southeast Asian Studies</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>South Asia</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Credits</td>
<td>3</td>
</tr>
</tbody>
</table>

II. **Endorsement/Approvals**

Complete the form and obtain signatures before submitting to Faculty Senate Office.

Please type / print name | Signature | Date
---|---|---
Instructor | Ruth Vanita | 9/24/09
Phone / Email | 243-4894 |
Program Chair | Stewart Justman | 9/25/09
Dean | Christopher Comer | 9/24/09

III. **Type of request**

| New | One-time Only | Change | Remove |
| X | | |

Reason for Gen Ed inclusion, change or deletion

Description of change

IV. **Description and purpose of new general education course:** General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, content and connectedness, and relate course content to students' future lives. See Preamble.

http://www.unl.edu/facultysenate/gened/GEPexamplefinal.html
This course will provide students with basic information about the history, geography, culture, society and polity, of South Asia (India, Pakistan, Nepal, Bangladesh, Sri Lanka). This subcontinent is one of the cradles of civilization, and is becoming an increasingly important player on the world stage, as it was in antiquity and the medieval period. It will be studied in a comparative context, around questions of sameness and difference in institutions and social/political issues (e.g. democracy; secularism; family; caste and class; ideas of love and friendship; educational institutions; eating practices; religious minorities, etc.)

This is a required course for the new SSEA minor in Liberal Studies. It will also be useful to LS majors, as LS focuses on the history of ideas, and the comparative literatures and cultures. It will be interesting and useful for other students who need to fulfill Gen Ed requirement X.

There is no comparable 200-level course taught on campus, focusing on the Indian subcontinent.

V. Criteria: Briefly explain how this course meets the criteria for the group. See:
http://www.unt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

The Indian subcontinent is at present home to a little more than one sixth of humanity. It comprises many highly complex societies, comparable to Western Europe in size and diversity. Four major world religions (Hinduism, Sikhism, Buddhism, Jainism) were born here. India is the country with the second-largest Muslim population in the world, and is also a secular democracy. Pakistan and Bangladesh are both Muslim countries; Nepal has a Hindu majority and Sri Lanka a Buddhist majority. About 20 major languages with centuries-old written traditions flourish in the subcontinent. The subcontinent has had and continues to have strong ties to Southeast Asia and to Central and West Asia. There is a great deal of interest among students in this part of the world, and it is under-taught on campus. In current global politics, Pakistan plays a crucial role, and India is a rising star in the global economy. India also provides a useful comparison and contrast to the U.S., as a secular democracy that is both similar and different to the Western prototype. Sri Lanka, is a Buddhist country that has been the site of an extended internecine war with global ramifications. By beginning to explore these and other issues, the course will offer the students an introduction to highly complex and diverse cultures, and to global issues and connections within the subcontinent, and between the subcontinent, Europe and the U.S.
VI: Student Learning Goals: Briefly explain how this course will meet the applicable learning goals. See: http://www.umt.edu/facultysenate/ASCRCx/Adocuments/GE_Criteria5-1-08.htm

- Students will be introduced to the history of the subcontinent from the settlements in Harappa and Mohenjodaro, circa 3500 BC, to the present. This will enable them to understand how the widely varied societies within the subcontinent have interacted with each other, and with other regions in Southeast Asia, Central and West Asia, Europe and the U.S., through trade, translation and circulation of texts and ideas, colonization, war, and peaceful alliances.

- They will study institutions that are similar to and different from ones they are familiar with e.g. secular democracy and the question of religious minorities; love, sexuality, family and marriage; class and poverty; careers and professions. They will study institutions and practices that are different from their own, e.g. caste; vegetarianism; the private and public worship of Gods and Goddesses; the institution of Sufi saints and their dargahs. This will acquaint them with diversity in human lives and societies.

- They will consider questions of non-violent resistance, as adumbrated by Gandhi; of violent resistance, as practiced by several militant movements in South Asia; and of battles between democracy and theocracy. All these will help them consider the rights and responsibilities of citizens of the world today.

VII: Justification: Normally, general education courses will not carry pre-requisites, will carry at least 3 credits, and will be numbered at the 100-200 level. If the course has more than one pre-requisite, carries fewer than three credits, or is upper division (numbered above the 200 level), provide rationale for exception(s).
VIII. Syllabus: Paste syllabus below or attach and send digital copy with form. **The syllabus should clearly describe how the above criteria are satisfied.** For assistance on syllabus preparation see: http://teaching.berkeley.edu/bkd/syllabus.html.

Attached

Please note: Approved general education changes will take effect starting Fall 2021.

General education instructors will be expected to provide sample assessment items and corresponding responses to the Assessment Advisory Committee.
LS/SSEA 202, Introduction to South Asia

Dr. Vanita

Days and Times: TR
3 credits. Room:
Office: Liberal Arts 146A. Office Phone: 243-4894
Mailbox: In LA 101
Office Hours:

Texts
1. Everyday Life in South Asia ed. Diane Mines and Sarah Lamb
2. John Keay, India: A History
3. Fac pack

Content and Structure
This is an introduction to South Asia, the region comprising India, Pakistan, Bangladesh, Sri Lanka and Nepal. The class will be organized around the study of (a) history (b) some key social and political institutions and issues (c) culture (literature, art, cinema). The approach is multidisciplinary and comparative.

Requirements
Students are required to
(a) attend classes regularly. As there are only two class meetings a week, three absences not explained to my satisfaction will result in halving your grade for attendance and participation, and five or more will result in a zero for this part of the grade.
(b) keep up with the assigned reading, bring the text to class, do the assignments, and take the quizzes and tests.
(c) Two feature films will be shown in the evening. Attendance is required, and the films will be discussed in class.

Grades
Class attendance and participation will be worth 20%, quizzes and other assignments 30%, and the mid-term and final exam 25% each of the grade.
If you miss a quiz or test, it can be made up later with my permission but, except in the case of proven emergency, such late taking of tests will result in a decreased grade.
If you have any condition, such as a physical or learning disability, that will make it difficult for you to complete the work as I have outlined it, please notify me in the first week of class.
Plagiarism or academic dishonesty of any kind will result in your failing the class, and may also incur additional penalties.

Reading Schedule
This schedule is tentative. It is the student’s responsibility to keep up with any changes announced in class.

1. History
Readings for the first nine meetings:
- extracts from John Keay’s history of India;
- a few hymns from the Rigveda
- some Sufi poems
- extracts from the writings of Mahatma Gandhi.
- A couple of Swami Vivekananda’s speeches
- Short story “The Miracle” (on non-violent resistance to British rule in the Punjab)
- A short film on Sufi Islam in India and Pakistan will be shown in class
The film “Gandhi” will be shown one evening.
Samples of Music (classical Hindustani and Carnatic; semi-classical (ghazals) Sufi music from India and Pakistan; folk music, and film music, will be played in class
Images of art (ancient Buddhist cave painting; medieval Hindu, Buddhist and Jain sculpture; medieval Islamic architecture; modern painting; folk art and craft) will be shown in class

2. Culture: literature, art, music, cinema
Readings for nine meetings:
- Extracts from *Everyday Life in South Asia* (on music in Bangladesh; festivals in Nepal;
- Extracts from the *Kamasutra*
- “Outwitting Fate” folk story
- Extract from *Panchatantra* on friendship
- Extract from David Kinsley, “Hindu Goddesses”
- Sheila Dhar, “Siddheshwari: A Bird of Paradise” (on a classical woman musician)
- Short stories, “The Child” by Premchand (Hindi); “Kabuliwallah” by Tagore (Bengali)
- Rekhti and Rekhta: Urdu poems by early 19th century Muslim poets
- Samples of classical, folk, instrumental and sung music by modern Indian and Pakistani musicians will be played in class
- Images of monuments, sculpture, paintings will be shown.
The film “Sholay” (Embers) will be shown one evening
There will be a guest lecture on Buddhism in Sri Lanka by Bradley Clough

3. Social and Political Institutions and Issues (family; caste; inter-religious violence; democracy vs. theocracy; vegetarianism
Readings for ten meetings
- Essay, “The Caste System” from *The Speaking Tree*; extracts from Chitarekha Gupta, *The Kayasthas* (study of a powerful caste that has no fixed place in the caste system, which is an example of communal social mobility)
- Ashis Nandy, “Hinduism versus Hindutva”; short story, “Artha” (about Hindu-Muslim violent riots and Hindu-Muslim friendship, among other things)
- Some readings on Hindus in Pakistan and Bangladesh; Muslims in India and Nepal
- A reading on Sikhs in India
- Extracts from *Everyday Life in South Asia* (on ageing in the family; schooling girls in rural North India; hijras (intersexed people); civil war in Sri Lanka; same-sex relationships)
- Poem by Vikram Seth, “The Comfortable Classes at Work and Play.”
- Short film, “Chachaji”
- Extract from film “Monsoon Wedding”

There will be a guest lecture on Nepal by Ranjan Shreshtha