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Minutes, Arts & Sciences Academic Affairs Committee Meeting, Tuesday, March 15, 2016

Arts & Sciences Academic Affairs Committee

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Agenda AAC
March 15, 2016

- I Approve the Minutes from February 16, 2016 meeting
- II Sub-Committee announcements and/or reports
- III Old Business
  - Review the amendment to the approved document on “Proposed Change to Science Foundations courses” (Rick Vitray)
- IV New Business
  - Proposal for an INB Maymester class with infused distance learning (AAC New Course subcommittee)
  - Jindal School of Liberal Arts and Humanities: Curriculum and Course Structure (Claire Strom)
  - Proposal for changes in the Spanish curriculum (Gabriel Barreneche)
- V. Announcements
- VI. Adjourn

Academic Affairs Committee Meeting Minutes 15 March 16

Attending: H. Pohlig, C. Taranella, K. Riley, A. Armenia, A. Voicu, K. Sutherland, M. Moon-Ryan, G. Barreneche, R. Vitray, P. Stephenson, J. Pieczynski, C. Strom, J. Jones, R. Mateo, C. Archuleta, E. Kodzi, M. D'Amato, B. Balak, Y. Greenburg

I. Approval of Minutes from 16 Feb 2016 - Motion to approve K. Riley, 2nd A. Armenia. Voted on and approved.

II. Subcommittee Reports

- A. New course subcommittee (K. Riley): Working through late submissions for new courses.
- B. Academic Appeals (G. Barreneche): no appeals to report at this time.

III. Old business

A. Review the amendment to the approved document on "Proposed Change to Science Foundations courses" (Rick Vitray – see attached documents for updates). The Math and Natural Sciences Division has returned to AAC with the suggested changes to their already passed proposal concerning changes to the Science Foundations courses. The new document contains an updated course list of those courses that would fulfill the laboratory requirement and allow students to register for a 200-level S-designated course.

C. Strom: Didn't AAC already approve this document?

A. Voicu: Yes, this was approved by AAC therefore only the amendment can be discussed.

J. Jones: I was unaware that this was a new proposal, and this was passed?

A. Voicu: This was passed by AAC. (Note: Proposal was passed on 16 Feb 2016)

R. Vitray: I would ask for questions concerning the proposal to clarify its contents because we would like this to go to the entire faculty.

J. Jones: If this has not gone to the faculty I don't have any questions. It will be a difficult pass though.

C. Strom: I am concerned that in the future this proposal as written could be interpreted as the science division not participating in 200-level courses. Going through the vetting process and being responsible for 200 level courses are two different things. I would just like some reassurance that Math and Natural Sciences are still committed to teaching 200-level courses.

K. Sutherland: This is exactly why we have the vetting process.

C. Strom: I would just like to see a statement including that Sciences will teach or vet science classes.

J. Jones: I'm just concerned about the clause of about scientists teaching these courses. Why does Science want to put boundaries on instructors for courses?

R. Vitray: There is a difference between courses listed as introductory courses and the Gen Ed courses. Accepted lab courses are not part of the Gen Eds. The difference is lab courses for the Gen Eds. We would consider changing the language to say approval of the division.

A. Armenia: But other departments and divisions regulate who can teach in them.

C. Strom: But this proposal is also limiting who can teach what courses within in the Division, and there are people in the division that are excluded by the policy. This proposal works on our lab and space problem.

R. Vitray: This proposal opens up others to teach non-majors science classes. The division will ultimately remain responsible for covering these classes.

C. Strom: Can we add a statement to this effect?

R. Vitray: Is there an explicit statement similar to this for other Divisions?

M. D'Amato: Can the statement concerning responsibility of teaching be a statement to the Dean's instead? However, what I'm more concerned of is the new proposed division structure and Psychology moving the Math and Natural Sciences Division. What about other PSY classes that have labs? (NOTE: In light of restructuring of the Rollins College faculty governance structure, on 15 March 2016, EC+ Chair D. Boniface submitted to the faculty a proposal for a new governance structure which included PSY in the Math and Natural Sciences Division. At the time of this AAC meeting the proposal by EC+ has not yet been voted on by the faculty).

K. Riley: The classes including in this updated proposal are the courses that PSY chose to include as acceptable lab courses.

P. Stephenson: To the concern of scientists abandoning 200-levels, with Psych joining the Division Math and Natural Sciences have now in effect opened up faculty to teach 200-level Science Foundation courses for the Division.

M. D'Amato: What about the long term resistance by students as far as which courses count?

K. Sutherland: We've left room for growth and change in this proposal. We consulted closely with PSY and this is what they chose as acceptable courses.

K. Riley: The PSY courses listed are foundational courses in the major so students will pass through them as they progress through the curriculum.

A. Voicu: Can we add this clarifying statement that Claire has asked?

C. Strom: The statement would be something to the effect of "the science division is responsible for teaching and staffing these courses...." This is about the responsibility of teaching.

J. Jones: I don't think Ph.Ds are required to teach in a particular division. What about ABDs?

R. Vitray: Yes, but you have to justify your credentials through the vetting process.

K. Riley: Teaching labs comes down to discipline specific training and some faculty are self selecting to teach 200-level courses so they are not required to do labs.

P. Stephenson: I can't see a non-scientist actually wanting to teach a wet lab.

C. Strom: In principle, in the 3rd semester of Gen Eds, Science is trying to deal with space and staffing issues and this is a compromise. I think we should give this a try.

M. D'Amato: Basically, this comes down to the definition of a lab.

M. Ryan: Now that we are implementing the lab in all 100 and 150-level S courses, these classes are taking the entirety of the matrix time slot. Is this going to be the standard?

C. Strom: This is a consequence of the system and we will have to work with the advisors.

P. Stephenson: Ultimately this will have to be brought up during advising. We will have to work to advise to take science early on so students stay on track in the Gen Ed curriculum.

K. Riley: After reviewing new course proposal documents for different divisions, for new courses, a terminal degree or justification is needed to teach outside your division. This is where this clause for the current Math and Natural Sciences proposal was drawn from.

A. Voicu: Have all concerns been met?

J. Jones: I withdraw my concern.

M. Ryan: When will this be implemented?

C. Strom: This will have to go to the faculty first.

A. Voicu: We should vote on this now that all concerns have been addressed.

M. D'Amato moves to approve the proposed amended changes to the Science Foundations courses. 2nd by A. Armenia. Vote on and approved, Proposal passes.

IV. New Business

A. Jindal School of Liberal Arts and Humanities: Curriculum and Course Structure (Claire Strom). Originally it was determined that Jindal students joining Rollins would be treated as if they had an A.A degree. There is no written policy concerning this. The proposal is that students from JSLH coming to Rollins be treated as a student with an A.A. – that is have Gen Eds waived except with RCC200. (See attached documents)

J. Jones: Isn't this the same as getting to B.As? Don't these students get a B.A. from Jindal and then a B.A. from Rollins?

C. Strom: They'll get a B.A. from both, but we can't control what Jindal does.

J. Jones: So these students will go right into a major?

C. Strom: Yes, and as far as SACS accreditation, we'll have to look at their curriculum to get the Gen Eds waived. My question to you is - do we have questions about their curriculum?

Tonya: We have provided a document comparing Jindal Gen Ed courses vs. Rollins Gen Eds (See page 7 of document)

C. Strom: But this is the old gen eds. We should remember that when we accept an old A.A. degree we have no control of another school's curriculum.

M. D'Amato: What is Jindal's Gen Ed curriculum?

Y. Greenberg: Page one and two of the handout outlines this. These are required courses for Jindal. As a footnote, having taught there and I was impressed with the depth and the breadth of the material. It was solid.

M. D'Amato: What is Jindal's schedule like?

M. Ryan: Pages 13 and 14.

K. Riley: I would like to call the question if there are no debates.

M. D'Amato: I'm trying to figure out the structure. Is this similar to American high school or college?

Y. Greenberg: They are in class for 4 hours a week.

C. Strom: Once we start receiving Jindal students we'll get a better idea. And nothing is set in stone so we can always amend.

A. Armenia: This partnership has already been vetted by a previous AAC and then by the faculty. This is just for clarity.

Motion to approve proposal to treat Jindal students as if they received an A.A. by K. Riley, 2nd by C. Taranella. Voted on by AAC – Proposal passes with 1 abstention. Proposal approved.

B. Proposal for an INB Maymester class with infused distance learning (AAC New Course subcommittee) – there has been an inquiry to teach Maymester as a distance learning course – originally the course was submitted as a Maymester course, however now a faculty member is asking to include a substantial blended/distance learning component. College policy is unclear on whether this is possible – Faculty in question does have experience in blended and distance learning, but not has been trained in A&S, only in Crummer. New course sub would like to elicit conversation over this whether this practice is allowed and is concerned of the pedagogical implications of such given that originally this course was not to be taught as blended or distance learning.

J. Jones: I would argue that if we allow a course that is 51% face to face then we can't disagree.

G. Barreneche: According to the faculty member the course is proposed as blended and then the blending is mixed – this course would have a week of blended and 3 weeks of traditional face to face.

K. Riley: The original email from the faculty member stated that the course would be less than 50% face to face. The policy says that 25% can be taught blended without training and up to 49% with training.

A. Voicu: Is there a specification on Maymester?

Riley: No, but it's important to note that in the proposed one week of blended format that the blended portion would be the equivalent of a quarter of the semester. The current policy does not specify where training must come from or anything about pedagogical outcomes.

M. D'Amato: Would this constitute a new course proposal so this professor integrates the blending into the course's curriculum?

A. Armenia: And who does the assessing of the blended component?

C. Strom: Amy Sugar would assess the blended component.

E. Kodzi: IT does the blended certification for everyone.

G. Barreneche: I asked M. Huebner if the Crummer training was different than A&S and she said yes, the training is different.

K. Riley: Any suggestions?

M. D'Amato: Suggest a new course proposal including the policy on blending on certification and resubmit as a new course with the blended component.

G. Barreneche: Point of clarification. This is a Maymester class which is proposed by a currently CPS faculty member. Will this be problematic since this course has been vetted by the A&S New Course Committee. My question is, if this is a CPS course, why is A&S vetting these courses?

A. Armenia: A&S New Course Sub vets all new courses.

C. Strom: Will this be able to be taught this May?

K. Riley: This course in a new format will not be able to be approved for May because Maymester registration has already begun. This course already has 3 students registered.

M. D'Amato: Can you fast track this as a new course so these students can register? I think we should leave this faculty a way out.

K. Riley: This becomes an issue of time for the New Course Sub.

M. Ryan: Let's think about the students in this circumstance. They have already registered for this course.

A. Armenia: The faculty in question should make a quick decision and we can see what we can do to be consistent with policies.

C. Proposal for changes in the Spanish curriculum (Gabriel Barreneche) SPN proposes to make minor changes to their curriculum, eliminating courses not taught and renumbering current courses. (See attached document)

M. D'Amato: Numbers of 300-level courses and wording of the map, it seems confusing distinguishing between 100 and 150 level courses.

G. Barreneche: This language hasn't changed and hasn't been a problem.

M. D'Amato: It seems that by the map, students can major in Spanish without doing a lot of 300 level courses.

G. Barreneche: Students take a majority of 300 levels by default – we only have 3 200-level courses.

M. Ryan: I have some confusion about the map.

G. Barreneche: We've set up the map to adjust for heritage speakers and other interests.

M. D'Amato: What about 200-levels and study abroad? Or do you prefer to have flexibility?

Gabriel: Generally, students need a certain level of proficiency before going abroad and we only accept up to 3 200-levels from abroad even if they take more. This comes out in the senior audits.

M. Ryan: Is the opening of the major map by design?

G. Barreneche: We have done away with tracking students based on advice from an external study, instead we prefer to advise students based on their interest. We don't want to force students into tracks.

A. Voicu: With no more questions, I would entertain a motion to approve the changes to the Spanish Major.

So moved by J. Jones, 2nd by M. D'Amato – voted on and approved.

V. Announcements

A. Students on Curriculum Committee (Kodzi): I would urge you all to consider having more student representatives on the curriculum committee under the new proposed governance structure.

J. Jones: Students have historically played a major role on the curriculum committee and should be welcomed.

VI. Adjournment.

Proposed Changes to Science Foundations Courses (Please note that the **ONLY** change occurs in the 2nd paragraph and is highlighted in green)

Original Document submitted to AAC on 2-16-2016	Amended Document (as per AAC's request) submitted on 3-15- 2016
Proposed Changes	Proposed Changes (amended)
(1) All <u>100-level and 150-level</u> Science Foundations courses will include a <u>lab which meets at least six times a semester for 2 hours and 45 minutes</u> or the equivalent number of hours at the discretion of the instructor. Labs enable students to understand scientists' way of knowing and will be taught as such – there is no particular skill set attached to the lab. a. All 100-level and 150-level Science Foundations courses will be taught by a scientist (i.e. someone with a Ph.D. in a scientific discipline) (2) <u>200-level Science Foundations courses will not include a lab but have a prerequisite of the student earning credit for BIO 120, CHM 120, PHY 120 or PHY 130</u> (or the equivalent course via transfer credit) – no exceptions. These prerequisite courses all include a weekly 3 hour lab period. a. 200-level Science Foundations courses can be taught by any faculty member at the College. b. While many of the students that earn credit for the above prerequisite course are science majors, many are not. Students often complete the first course in <u>a</u> science major and then decide to major in disciplines outside the sciences. (3) Overloads will not be allowed in S courses if seats are open in other S courses. (4) As is the current procedure, science foundations courses taught by faculty from outside the Division must be approved by the Division Chair in consultation with the Science Division departmental chairs.	(1) All <u>100-level and 150-level</u> Science Foundations courses will include a <u>lab which meets at least six times a semester for 2 hours and 45 minutes</u> or the equivalent number of hours at the discretion of the instructor. Labs enable students to understand scientists' way of knowing and will be taught as such – there is no particular skill set attached to the lab. a. All 100-level and 150-level Science Foundations courses will be taught by a scientist (i.e. someone with a Ph.D. in a scientific discipline) (2) <u>200-level Science Foundations courses will not include a lab but have a prerequisite of the student earning credit for BIO 120, CHM 120, PHY 120, PHY 130, ENV 225, and PSY 255</u> (or the equivalent course via transfer credit) – no exceptions. These prerequisite courses all include a weekly 3 hour lab period. a. 200-level Science Foundations courses can be taught by any faculty member at the College. b. While many of the students that earn credit for the above prerequisite course are science majors, many are not. Students often complete the first course in <u>a</u> science major and then decide to major in disciplines outside the sciences. (3) Overloads will not be allowed in S courses if seats are open in other S courses. (4) As is the current procedure, science foundations courses taught by faculty from outside the Division must be approved by the Division Chair in consultation with the Science Division departmental chairs.

To: Academic Affairs Committee

Proposal:

The Division of Science and Math proposes a change to Science Foundations Courses. The proposed change serves two purposes: (1) to ensure that all Rollins students complete at least one science course with a substantial lab experience and (2) to ensure that the demand for science foundations courses can be met with current staff rather than the addition of temporary or permanent new faculty positions.

CURRENT PRACTICE

The current practice for Science foundations courses is to offer a lab experience under one of three options:

- (1) The class meets for three 50 minute lectures and a separate weekly 2 hour 45 minute lab period that meets outside of lecture time. Lab and lecture are taught within the rFLA matrix. Labs meet Tuesday or Thursday morning (8:00-10:45 am).
- (2) The class meets during the Tuesday/Thursday time block (8:00-10:45 am). For the majority of the meetings the class is 75 minutes in duration. It is at the instructors discretion to use the full time block for a laboratory experience 6-8 times during the semester.
- (3) The class meets for either three 50 minute or two 75 minute lectures and includes infrequent laboratory experiences infused into the lecture time.

PROPOSED CHANGES

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RATIONALE

Under the previous general education program every student was required to take two science courses, one of which included a laboratory experience. As a division we agreed that one science course with a laboratory experience was appropriate for the structure of the new foundations curriculum. The majority of the S courses offered to date follow current practice option 3 above (lab infused into lecture). Given the critical importance of science in today's world abandoning the full laboratory requirement has been a serious mistake. Labs are where students learn the unique and critical feature of the natural sciences, direct analytical and quantitative observation of physical reality. Teaching science without students having a significant experience in a lab is like teaching literature without having students write or teaching a language where students never speak. A critical part of experimental science is making a mistake, recognizing the mistake, and taking the time to account for the mistake. The truncated and infused labs do not allow students to appreciate this. Science courses without a sustained lab experience are highly prone to become courses about science rather than what science actually is. If continued, the infusion of labs in the science component of the general education curriculum will be detrimental to the education of our students, weaken the pedagogical reputation of Rollins College,¹ and hinder our ability to recruit and retain outstanding faculty in the division.

To maintain the high teaching quality in both our general education and majors curricula that Rollins is known for, our science courses must be taught by tenured/tenure-track faculty. Even if one ignores the ongoing administrative headache of hiring and mentoring a cycle of temporary faculty (visitors, post docs, and adjuncts), the quality of the instructor is never guaranteed. As a division we recognize the creation of new tenure-track lines is not feasible based on economic and physical (office/lab space) constraints.

The director of the general education program has determined that the division must offer 35 foundations course per year. Given the current planned staffing in the science division and the major course demands, we estimate a capacity for offering 20-22 foundations courses per year at the 100-150 level. The additional 13-15 courses may be taught by any faculty member, pending approval via our current policy. The majority of these 13-15 courses will be at the 200-level without a lab, but we anticipate that faculty from departments who taught "O, N" courses under the previous general education curriculum (e.g. psychology, anthropology) would teach courses at the 100-150 level with the required lab.

Concern has been voiced that the 200 level courses will only be populated by science majors and therefore not in the spirit of the foundations curriculum. The number of students who complete the introductory science courses and leave the sciences is conservatively estimated at 50%. In addition, we think it would be a valuable experience for our science majors to matriculate in more courses outside of the Bush building, seeing science taught from a more interdisciplinary perspective.

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¹ A recent survey of peer institutions found that six out of seven required all students to take a science course with a lab.

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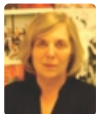


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The JSLH Curriculum

The word “do” in Japanese means a “way” or a “place of practice.” A dojo is a “place of the way” of practice. Budo is the art or the *path* of the warrior. The word “do” grounds various martial arts systems, such as judo, kendo, and aikido. It also applies to peaceful arts such as flower arrangement (kado) and calligraphy (shodo).

The JSLH faculty has adopted this sense of a “way” in liberal arts education which transcends cultures; it also recalls the German philosopher Martin Heidegger’s idea of *Wegmarken* – a path with an implied direction, or *way*. What *directs* study within a subject? It might seem like stating the obvious to reply that the discipline provides such direction. Yet directions change, otherwise subjects would remain static. Thus, in focusing upon the *lens* of a subject – a focal point for discussing the contents of our liberal arts curriculum and the skills which it enshrines – we cater to the disciplinary focus of a subject while keeping the lens wide, alert for the point when disciplinarity becomes interdisciplinarity. The key question we have worked to answer is “What are the appropriate “do” areas for a global liberal arts college?” There are six ways that can be used to organize the liberal arts curriculum around the important questions facing our students. Our goal is to provide a taxonomy for contextualizing the disciplines of a liberal arts education in the pursuit of answers to societal and identitarian questions via specific – yet flexible – knowledge sets.

The ways of a liberal arts education are:

1. The way of inquiry.
2. The way of explaining human activity.
3. The way of conveying our thoughts to others.
4. The way of expressing ourselves beyond words.
5. The way of communicating effectively.
6. The way of getting along with each other.

The “do” areas of liberal arts education are not arbitrary. In fact, they roughly – and we emphasize the word *roughly* – correspond to historical divisions among the faculties. Inquiry represents the sciences. Explanation encompasses history and the social sciences. Expression embraces the humanities and arts. The idea of conveying our thoughts to others appears in ancient literature through

modalities of argumentation – e.g., in rhetoric, *figura*, and their relationship to discursive/aesthetic forms. Today, the concept of argumentation appears to have shifted from an individuated academic discipline in many liberal arts curricula towards a skill set, encompassing writing, oral presentation, visual presentation and foreign languages.

While it might be expected that a curriculum modifies and develops longstanding areas of academic concern, it must also engage new (and, in some cases, untraditional) areas. Indeed, a concept of ‘the way of getting along with each other’ is perhaps the least developed as an academic discipline – and yet the most pressing for human kind! The need to learn ways to get along with each other in an increasingly overpopulated, orthodoxy-sensitized world with stretched resources is perhaps the major question for the 21st century. How do we incorporate this?

What this all adds up to is six curricular divisions which aim to answer a major question of importance to humanity. Each curricular division comprises sets of discipline-based methodologies pointed towards addressing the questions presented but also interconnecting with such areas as civic engagement, inter-cultural mapping, creative thinking, critical thinking, ethical reasoning, literacy enhancement, qualitative reasoning, inquiry, analysis, integration and group learning/work. These heterodox modes feed into six questions which cover a wide range of the traditional disciplines within the liberal arts canon. The resulting taxonomy (shown below) will be used to organize the JSLH offerings and situate the prerequisite courses JSLH students need to complete for admission into the various Rollins’ majors/departments.

JSLH Curriculum Matrix - 1st Year (“Core”)

Discipline	Semester 1	Semester 2
Inquiry	Math I: Mathematical Competence – math as the language of nature	Econ I: Economics from classic to contemporary – big pictures/small applications
Explanation	Hist I: History as Context – facts, fictions & their re-telling Soc I: Social Inquiry as Science – individuals, groups, nations	Hist II: Turning Points of Science– The Emergence of Empiricism Phil I: Philosophical Foundations – East, West & elsewhere
Representation	Lit I: Literature within India – a preface to the great epics	Lit II: Literature beyond India – the major forms of western literature
Expression	Expressive Arts I: Beyond Words – made with hands, enacted by body, sculpted in sound, captured for posterity	Expressive Arts II: Expressive Collectives – architecture, cuisines, collectables & ritual
Communication & Language Competency	Com I: English spoken, written, declaimed, recorded, & edited	Lang I: Language acquisition skills – approaches to the acquisition of language (Mandarin and Spanish)
Cooperation	Interdisciplinary I: Me, Myself & Them – a seminar & discourse in living & learning	Interdisciplinary II: The Idea of Ideas – The nature and nurture of ideas in community

JSLH Core Curriculum Matrix - 2nd Year (“Core” plus Concentrations)

Discipline	Semester 1 (18 Units minimum)	Semester 2 (18 Units minimum)
Inquiry	Life Science I: Life-sciences: Biology, Ecology & Biosphere Psych I: Psychology: Empiricism of Mind & Thought	Concentration 3 Concentration 4
Explanation	Soc II: The Society of Social Sciences Poly Sci I: Political Sciences - Politics as Science & Practice	Concentration 5 Concentration 6
Communication	Concentration 1	Thesis 1
Expression	Project 1 or Concentration 2	Project 2
Representation	Lit III: The Epics – East & West	Lit IV: Directed Readings
Cooperation	Interdisciplinary III: Teach, Train, Tutor – the practice of scholarly civic engagement	

Curriculum Map: JSLH Core Courses to Rollins Majors

The exhibit below indicates how the pedagogical design of the JSLH curriculum maps against the general education requirements for Rollins College.

JSLH and the Rollins' General Education Requirements & Majors

JSLH Lenses	JSLH Courses	Rollins' General Education Requirements	Rollins' Majors
Inquiry How can we discover what can be known?	Quantitative Reasoning, Economics, Life Sciences, Psychology	Quantitative Reasoning, Life or Experimental Behavior Science, Physical Science Laboratory	Biology, Chemistry, Computer Science, Marine Biology, Mathematics, Physics
Explanation How can we explain what humans do?	Empiricism, History, Philosophy, Political Science, Social Sciences	Contemporary, American Society, Non-western Cultures, Western Society & Culture	Anthropology, Economics, History, Political Science, Psychology, Religious Studies, Sociology
Representation How can we convey our ideas to others?	Indian Literature, Western Literature, the Epics, Directed Readings	Literature	English, Communication Studies, Critical Media & Cultural Studies, Philosophy
Expression How do we express our feelings and emotions?	Cultural Arts, Personal Expressions Project	Expressive Arts, Personal Fitness	Art History, Classical Studies, Music, Studio Art, Theatre Art
Communication How can we make ourselves understood?	Communication Skills, Language Acquisition	Reading, Writing, Speaking, Foreign Language	French, Spanish, Latin American/Caribbean Studies
Cooperation How can we all get along together?	ID courses: Me, myself & them, Idea of Ideas, Teach, Train, Tutor	Communication across the Curriculum Values	Business, Diplomacy, Education, Environmental Studies

The JSLH Core Curriculum addresses six major sets of questions. We take what might be termed a ‘post-disciplinary’ approach to exploring these questions and engage the related disciplines as *lenses* for learning.

1. How can we learn about our world?

Quantitative Reasoning: Math as the Language of Nature

Quantitative reasoning will approach mathematical inquiry as a means for exploring both the physical sciences and social sciences. This course aims to demystify and debunk the prejudice many students hold towards math. It will express how mathematics is used as a form of reasoning, in order to work as a tool of inquiry.

Economics I: The Means and the Ends of Economic Behavior

Traditional economics are given a new perspective, not as “the dismal science” but as the means for understanding the ebbs and flows of productive behavior, agricultural output, work ethics, industrialization and the meaning and implications of such concepts as a “knowledge economy.” Students will be grounded in the basic theories and quantitative skills of both macro- and micro-economics.

Life Sciences I: Experimental Science & Everyday Phenomenon

This course is designed to give students a hands-on empirical experience from the perspective of “the world is our laboratory.” Students will learn how to apply the techniques of scientific method by observing, hypothesizing, devising experiments, analyzing and assessing the confirmatory evidence for a variety of everyday phenomenon. Local agriculture, environment, water management, air quality, ground composition and planetary motion will be examined.

Psychology I: Pseudo, Psycho, and Positively Progressive

This course examines the literature of psychology from a historical perspective and from the perspectives of its role and applications in society. We will consider the early works of speculative psychology in the context of an emerging awareness of the existence of mind as separate from physiology. From historical contextualization, we will examine a range of current issues and contemporary approaches to psychological research. Emerging fields, such as neuro-economics and Positive Psychology, will be addressed in the context of how they came about and why they open new avenues for unraveling the mysteries of the human mind.

2. How can we explain what humans do?

Social Science I: Modes of Social Inquiry

Social Science I will introduce students to the nature of human interactions through the lens of sociology and related subjects. It will inculcate a sense of critical examination of their social surroundings both in terms of numerical evaluation of data, as well as a qualitative awareness of culture. The course will leave the students with a capacity to understand and interpret the functions of society.

Social Science II: The Society of Social Scientific Disciplines

Social Science II will widen the lens of “social science” to examine how the various branches of social scientific inquiry are similar to, yet distinct from, each other. These will include anthropology, archaeology, gender studies, geography, government, political science and urban studies.

History I: The Many Facets of Indian History

History I will evaluate medieval and modern Indian history. Moreover, it will engage the students with the development of the Indian sub-continent through various historical processes such as nationalism, religion, caste, communalism, colonialism, regionalism, linguistic politics etc. Through various readings and coursework, the students will develop a sense of the historical contingencies that make up the modern Indian nation state.

History II: Global History

History II will provide the students with a historical framework and conceptual foundation for understanding global history. The course will enable students to develop themselves further in the discipline of history and understand the global flows and ebbs of temporality in a historical context.

Philosophy I: Philosophical Foundations of Indian Perspectives

Philosophy I will take the speculative moment of environmental reflection and link it to the emergence of the philosophical method. Through diverse readings from ancient Greece and India to the modern day, students will develop a sense of philosophical underpinnings, namely, the elucidation and explanation of creation through individuation, observation, causation, physics and metaphysics. Particular emphasis will be placed on the development of philosophical traditions across South Asia.

Political Science I: Politics as Scientific, Science as Political

This course will address the contemporary issues introduced by a consideration of whether politics can be considered a scientific discipline and the influence of political forces on the advancement and dissemination of scientific knowledge. The course will introduce a range of political theory in the quest to find models for predicting political behavior. Current events will also serve as a source of discussion for applying and testing theoretical frameworks.

3. How do we represent our thoughts to others?

Literature I: The Foundations of Classical Indian Literature

Literature I will survey the main textual traditions of Sanskrit literature and expose students to the culture and history of Indian civilization through its myriad literatures. The course is designed to encourage students to develop a sensitive, yet critical and analytical attitude towards reading and studying texts in general. The student will gain an appreciation and understanding of the texts as an art form and as artefacts with historical significance.

Literature II: Introduction to the Forms of Western Literature

The aims of Literature II are focused on the inculcation of skills for sensitive, analytic critical reading and writing, through the examination of poetry, novels and plays. These skills will constitute the foundations for further historical, theoretical and analytical techniques developed throughout the students' life, providing them with a strong foundation for further studies. Students who advance rapidly in the literature module will be invited to assay more advanced readings in western literature.

Literature III: The Epics and their Offspring

Two great traditions will be brought together in this course. The great Greek epic, *The Odyssey* and India's great epic, *The Mahabharata*, will become both objects and lenses for this investigative adventure. Students will study these texts in parallel so that each may be accessed with eyes towards how they have informed an incalculable number of variations and permutations in representative forms.

4. How can we communicate effectively with each other?

Communication Skills I: Composition, Oration & Presentation

The capacity for communication is paramount to social interactions. Thus, Communication Skills-I will engage students with the various methods of communication. The VARK model for learning styles (visual, aural, read/write and kinesthetic) will be consciously

deployed as a means for building student skills in written composition, spoken communications and public presentation. By the end of the course, students will be able to articulate their thoughts and ideas effectively through a wide range of media and to diverse audiences.

Language I: The Art of Acquiring Language Skills

Language I introduces students to an approach for acquiring languages. Students will take away a sense of their personal process for acquiring language skills by undertaking the study of both the Mandarin and Spanish languages. The course will instruct students in the grammar of these languages at the beginner's level. Through this course students will develop the capacity to further their study of either language, as they desire, or to redirect their efforts to learn an additional language or languages of their choice.

5. How do we express ourselves beyond words?

Artistic Expressions I: Personal Manifestations

Artistic Expressions I addresses the question of how humans express themselves on a personal basis. The course will provide students with an exposure, as well as hands-on experience with various methods and manners of artistic expression. Specific modules will include the dramatic arts, fine arts, handicrafts and musical forms.

Artistic Expressions II: Cultural Manifestations

The second course in the Artistic Expressions stream addresses the question of how humans move from personal forms of expression to expressing themselves communally. As a continuation of Artistic Expressions I, this course looks to broaden students' understanding of artistic expression through the topics of "From Art to Architecture", "From Agriculture to Culinary Arts", "From Handicrafts to Clothes Culture", and "From Performing Art to Community Rituals".

6. How can we all get along together?

Interdisciplinary I: Me, Myself & Them

The purpose of this first interdisciplinary course is three-fold. The first purpose is to facilitate each student's assimilation into the rhythm and culture of the university. The second purpose is to stimulate a lively sense of reflection (including self-reflection) on the means and ends of learning. The third purpose is to foster strong inter-class bonding and support, as well as connection with all of JSLH faculty. This course takes a contemporary approach to assuring students' success within the University.

Interdisciplinary II: The Idea of Ideas

This course examines the idea of an idea itself. Why does one idea exist at all? How does it come into being? Why does one idea emerge as a “better” idea than other ideas? How do the traditional academic disciplines either promote or hamper the emergence of new ideas? A specific, important or contemporary idea will be examined at each session through various media and various representations.

Interdisciplinary III: Teach, Tutor, Mentor

The requirement for this course is that each student takes on the responsibility of becoming a citizen-teacher in some form. Students may choose to participate in the ID-I course for the incoming JSLH class, participate as a tutor-mentor with various community-based entities, or devise an interdisciplinary experience of their own with faculty guidance and approval. The purpose of the course is to reinforce the necessity for citizens to look beyond the acquisitions of assets (i.e. knowledge) and to find ways of possessing such goods that are prone to benefit the society.

Electives 1-6:

Students will be allowed to choose either six elective courses or design a project to fulfill the final course requirements for the B.A. Honours in Liberal Arts and Humanities at JSLH.

Please note that course offerings, timings and reading prescriptions are subject to change

TIMETABLE

("T" stands for term and the numbers following indicate which of the four terms at O. P. Jindal Global University it corresponds to. For example, T-3 stands for term 3, which is the first term in the second year of the programme)

First Year

Timings	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
8:00 am - 8:55 am							
9:00 am - 9:55 am		T1-Math		T1-Math			
10:00 am -10:55 am	T1-History	T2-Econ	T1-History	T2-Econ	T1-ID 1		
11:00 am -11:55 am	T2-Empiricism	T1-Soc 1	T2-Empiricism	T1-Soc 1	T2-ID2		
		T2-Phil		T2-Phil			
12:00 noon -12:55 pm							
1:00 pm - 1:55 pm							
2:00 pm - 2:55 pm		T1-Comms		T1-Comms	T1-EA1		
3:00 pm - 3:55 pm		T2-Language		T2-Language	T2-EA2		
4:00 pm - 4:55 pm	T1-Lit 1	T2-Lit1	T1-Lit 1				
5:00 pm - 5:55 pm	T2-Lit 2		T2-Lit 2				
6:00 pm - 6:55 pm							
7:00 pm - 10:00							

Second Year

Timings	Mon	Tue	Wed	Thurs	Fri	Sat	Sun
8:00 am - 8:55 am							
9:00 am - 9:55 am		T3-Psych 1		T3-Psych 1			
10:00 am -10:55 am	T3-Soc 2 T4-Elec 3		T3-Soc 2 T2-Elec 3		T3-ID 3		
11:00 am -11:55 am		T3-LifeSci 1		T3-LifeSci 1	T4-Citizenship		
12:00 noon -12:55 pm		T4-Elec 5		T4-Elec 5			
1:00 pm - 1:55 pm							
2:00 pm - 2:55 pm	T3-Epics 1	T3-PolySci 1	T3-Epics 1	T3-TBD	T3-Project 1		
3:00 pm - 3:55 pm	T4-Elec 4	T4-Elec 6	T4-Elec 4	T4-Elec 6	T4-Project 2		
4:00 pm-4:55 pm	T3-Elec 1	T3-Elec 2	T3-Elec 1	T3-Elec 2			
5:00 pm-5:55 pm	T4-Elec 7		T4-Elec 7				
6:00 pm-6:55 pm							
7:00 pm-10:00 pm							

JINDAL SCHOOL OF LIBERAL ARTS & HUMANITIES

CORE COURSE SYLLABI

COURSE TITLE:	Math-I: Math as the Language of Nature: Introduction to Quantitative Inquiry
COURSE LEADER:	Yugank Goyal
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction)
COURSE LENGTH:	15 weeks

COURSE DESCRIPTION:

The purpose of this course is to explore mathematics as a language of nature. This idea goes further from understanding math as merely a technique, and explores the subject as an independent mode of inquiry. Students often believe that they dislike math by the time they come to college. Some students fear math. Some just loathe it. This course aims to demystify and debunk the prejudice many students hold towards math. In other words, the objective of the course is to develop sensitivity and appreciation towards quantitative reasoning, and therefore develop interest in math-based subjects that students may want to engage in, later. That said, the course does not act as a simple prerequisite to subjects like economics, but frames a solid base of applying mathematics in everyday thinking.

The course will demonstrate how mathematics is the language of nature. Students will approach mathematics not only as a set of problems, but also as a social phenomenon. The course will also approach mathematical inquiry as a means for exploring both the physical sciences and social sciences. For physical sciences (biology, physics and the like), pure mathematics suffices in handing students the required tools. For social sciences (behavioral science, economics, sociology), problem- or issue-specific instruction is quintessential, and therefore applied mathematics becomes more important. This course will introduce students to both kinds of mathematical approaches. The pedagogy is designed to assume that students do not have a math background, and therefore have a foundational promise, with prospects for developing more complicated structures.

SESSIONAL BREAKDOWN:

During the 15 weeks of the course we will address a number of key areas in mathematical thinking. The objectives will be to both understand how math assists thinking, as well as how the mechanics of various problem types are best approached and solved.

- *Week One:* History of Mathematics
- *Week Two:* Mathematics in Nature

- *Week Three*: Logic
- *Week Four*: Numbers and Set Theory
- *Week Five*: Functions and Graphs
- *Week Six*: Calculus
- *Week Seven*: Geometry and Trigonometry
- *Week Eight*: Financial Mathematics
- *Week Nine*: Probability
- *Week Ten*: Statistics (class on STATA optional)
- *Week Eleven*: Game Theory
- *Week Twelve*: Voting Methods
- *Week Thirteen*: Submission of Project (announced in the first class) and Discussion
- *Week Fourteen*: The Politics of Mathematics
- *Week Fifteen*: Examination

SUGGESTED READINGS:

- D.J. Struik (1942), On the Sociology of Mathematics, *Science & Society*, Guilford Press
- H.J.M. Bos and H. Mehrtens (1977), The Interaction of Mathematics and Society in History Some Exploratory Remarks, *Historia Mathematica*
- Marcia Ascher (1984), Mathematical Ideas in Non-western Culture, *Historia Mathematica*
- Gerard Alberts (1994), On Connecting Socialism and Mathematics: Dirk Struik, Jan Burgers and Jan Tinbergen, *Historia Mathematica*
- Paulus Gerdes (1994), On Mathematics in the History of Sub-Saharan Africa, *Historia Mathematica*

- G.H.R. Parkinson and H.G. Shanker, *Routledge History of Philosophy: Philosophy of Science, Logic and Mathematics in the 20th Century*, London: Routledge (select chapters)
- Jack C. Gill & Robert Blitzer, *Competency in College Mathematics*, H&H Publishing, Clearwater Florida (select chapters)
- John Tabak, *Mathematics and the Laws of Nature: Developing the Language of Science*, New York: Facts on File
- Karl J. Smith, *The Nature of Mathematics* (12e), Little, Brown
- Edward Burger and Michael Starbird (1999), *The Heart of Mathematics: An Invitation to Effective Thinking*, Key College
- Keith Devlin (2012), *Introduction to Mathematical Thinking*

LEARNING AIMS AND OBJECTIVES

The first objective of this course is to confirm that all JSLH students have a basic grounding of mathematical literacy needed to complete subsequent courses in quantitative-based scientific subjects. Such subjects may include biology, chemistry, economics, and empirical psychology. The aim will be to assure a foundational level of competence, but not necessarily discipline specific or higher level competences. Subjects such as algebra, geometry, statistics are foundational for both physical and behavioral sciences. Students who wish to do so should be prepared to pursue those subjects that require greater quantitative literacy following the completion of this course.

The second objective is to fulfill Rollins' Quantitative Reasoning general education requirement. Rollins describe this requirement as the following:

Quantitative Reasoning: Quantitative methods have become increasingly important in the natural and social sciences, business, government, and in many other activities that directly affect our lives. Furthermore, with the advent of fast computers with huge storage capabilities, it has become possible to collect, process, and disseminate large amounts of data. Playing an active role in the decision-making that shapes our society requires us to be able to interpret, analyze, and draw sound conclusions from the standard representations of data.

The third objective of the course is to prepare JSLH students for the completion of one physical/life science course and one or more behavioral science course in their second year. Behavioral science courses will include economics and psychology.

The final objective of the course is to equip JSLH students to complete the prerequisites for Rollins' majors that require more advanced

quantitative reasoning skills. About one third of Rollins' majors require college level mathematics. Therefore, if a JSLH student wants to study biology, chemistry, physics, economics, business or psychology they are going to need a strong quantitative reasoning foundation.

Students who demonstrate a competency in math literacy may opt to assist with peer learning or may choose a more challenging exploration of mathematical concepts supervised by the Course Leader.

COURSE ASSESSMENT MODES:

Class participation:	10%
Attendance:	10%
Semester Project:	40%
Final Examination:	40%

COURSE TITLE: Life Sciences-I
COURSE CREDITS: 3 credits (3 hours per week of in-class instruction)
COURSE LENGTH: 15 Weeks

COURSE DESCRIPTION:

This course will unite the socio-political and the scientific in the elucidation of the most pressing (and sometimes exigent) issues in environmental studies – both globally and locally. While the course has a scientific foundation, students will perceive the social underpinning of environmental problem responsiveness. Students will also learn to analyze the intersection of science and social policy in variable environments and their political ecologies. Topics addressed in the course will include Population, Fuel Resources, Waste Management, Global Warming and Climate, Agriculture and its impact, Industrialization, Energy Reserves, Pollution and Atmospheric Studies, Sanitation and Health Management, Forestry, Ecosystems and Sustainability.

SESSIONAL BREAKDOWN:

The course will juxtapose Haryana and Delhi with international communities in order to highlight contrasts in environmental issues at both the microscopic and macroscopic scales.

LEARNING AIMS AND OBJECTIVES:

Students should be able to demonstrate:

Ability to interpret data and deploy it argumentatively

Display subject-appropriate vocabulary in evaluating evidence in support of conclusion

Critically explore contrasting methodologies in the formulation of hypotheses

Distinguish between causational mechanisms in environmental problems

Link local and global interrelationships in recurring environmental issues

COURSE ASSESSMENT MODES:

Weekly reading and writing assignments	25%
Presentation	5%
Midterm Examination	20%
Final Examination	50%

COURSE TITLE: Psychology-I
COURSE CREDITS: 3 credits (3 hours per week of in-class instruction)
COURSE LENGTH: 15 Weeks

COURSE DESCRIPTION:

The emergence of psychology and its constitutive techniques and modes is a historical matter as much as a psychological one. The nineteenth-century German philosopher, Friedrich Nietzsche, suggested in 1886 that the new subject was the ‘Queen of the Sciences’ holding the ‘path to the fundamental problems’. It was an Austrian near-contemporary of Nietzsche, Sigmund Freud, who would make the most sustained overview of a systematic means for analyzing mental life on its own terms as well as within the context of the social and familial worlds. Despite the vicissitudes of Freudian theory in the arc of contemporary psychology, the postulation of the *unconscious* remains a powerful and recurrent preoccupation in psychology. This course will use the nineteenth-century origins of psychology as a springboard to a synoptic exploration of the key intellectual developments of the discipline. Issues will include the scientific method in psychology, the nature of psychological investigation and research, the emergence of psychological schools of thought alongside the wider terrain of social, developmental and clinical psychology.

SESSIONAL BREAKDOWN:

Weekly topics include: Psychoanalysis, the Brain, Consciousness, Memory, Personality and Emotion, Child-Adult Development, Social Psychology, Behaviouralism, Interpretative/Data-based Methods, Abnormal Psychology and Victimology.

[There will also be a variable amount of Lab participation]

LEARNING AIMS AND OBJECTIVES:

The course will enable the students to demonstrate:

- Foundational knowledge of the inception and evolution of the discipline of psychology
- Physiological accuracy in physiological/cognitive foundations

- Knowledge of current trends in schools of social, developmental and clinical psychological thought
- Skills of data collection, analysis and conclusion
- Knowledge of clinical scenarios in psychological practice

COURSE ASSESSMENT MODES:

Weekly reading and writing assignments	25%
Presentation	5%
Midterm Examination	20%
Final Examination	50%

COURSE TITLE:	Social Science I- Nature of Social Inquiry
COURSE LEADER:	Cameron Paxton
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction)
COURSE LENGTH:	15 weeks

COURSE DESCRIPTION:

This course will engage students in a broad range of social topics, both in India and abroad. The course will include both qualitative and quantitative investigations in its operation. The course will begin by examining what sociology is and then move into the methods and theories of sociology and an understanding of social behaviors.

Once students have grasped the basic methods and theories of sociology, they will expand outwards into the various microcosms and macrocosms of human experience. They will engage with questions that concern society and the self: the big and the small picture; how we don't all get along; how we are same yet different; the difference between sex and gender and what this concept means to the family and society and how it is portrayed in the media; and most importantly, how can all these elements be measured and organized.

Each topic will come predominantly from a primary reader, Giddens' *Sociology*, but with additional investigation of the Indian context through secondary readings and other learning tools. The methodological training will be given by Andrew Sayer's text, *Method in Social Science*. Each week, students will be expected to write a 1-2 page summary of the readings including any questions they have.

SESSIONAL BREAKDOWN:

Week 1-Introduction to Sociology

- Giddens Ch 1-2 (What is Sociology? and Asking and Answering Sociological Questions)

Week 2- Theories of Sociology, how do we know what we know?

- Giddens Ch 3 (Theories and perspectives in sociology)
- Giddens, Anthony. *Capitalism and Modern Social Theory: An Analysis of the Writings of Marx, Durkheim and Max Weber* (New York and London: Cambridge University Press, 1971)

- Durkheim, E. *The Rules of Sociological Method*. (New York: The Free Press, 1958)
- Weber, Max. “Some Categories of Interpretive Sociology,” *The Sociological Quarterly*, (1981) 22 (2)

Week 3-The big and the little picture

- Giddens Ch 4 and 7 (Globalization and the Changing World and Social Interactions and Everyday life)

Week 4- How we don't all get along (in society)

- Giddens Ch 11 and 12 (Stratification and Social Class and Poverty, Social Exclusion and Welfare)
- Srinivas. MN. “The Social System of a Mysore Village”, *Village India* (McKim Marriott, ed.,) (Chicago: Chicago University Press, 1955), 1-36
- Townsend, P. “A Sociological Approach to the Measurement of Poverty – A Rejoinder to Professor Amartya Sen”, *Oxford Economic Papers*, (1985) Vol. 37, No. 4, 659-668
- Thorat, S. and Newman, K. “Caste and Economic Discrimination: Causes, Consequences and Remedies” *Economic and Political Weekly*, (2007) Vol. 42. No. 41, 4121-4124
- Corbridge, S. “Competing Inequalities: The Scheduled Tribes and the Reservations System in India's Jharkhand” *The Journal of Asian Studies*, 59 2000 (1), 62 – 85

Week 5-How we don't all get along (in the world)

- Giddens Ch 13 (Global Inequality)
- Srinivas, MN. “A Note on Sanskritization and Westernization”, *Far Eastern Quarterly*, (1956) 15:4, 481

Week 6-How we are the same/different

- Giddens Ch 15 and 16 (Race Ethnicity and Migration and Religion)

- Mahmood, T. “Religion, Law and Judiciary in Modern India” Brigham Young University Law Review (2006), <http://www.law2.byu.edu/lawreview/archives/2006/3/6MAHMOOD.FIN.pdf>
- Ali, S. “Collective and Elective Ethnicity: Caste among Urban Muslims in India” Sociological Forum, (2002) Vol. 17. No.4, 593-620.

Week 7-The difference between sex and gender and what that means to the family

- Giddens Ch 9 and 14 (Families and Intimate Relationships and Sexuality and Gender)
- Watch part of “Chandni Bar”
- Vera-Sanso, P. “Gender, Urban Poverty and Ageing in India: Conceptual and Policy Issues”, in Sylvia Chant (ed), *The International Handbook of Gender and Poverty Concepts*, Research and Policy (Cheltenham: Edward Elgar, 2010), 220-226.
- Borooah, V. “Maternal Literacy and Child Malnutrition in India” in Manoranjan Pal, Bharati, Bholanath Ghosh and T.S. Vasulu (ed) *Gender and Discrimination Health, Nutritional Status and Role of Women in India*, (Oxford: Oxford University Press, 2009)
- Ganguly-Scrase, R. “Paradoxes of Globalisation, Liberalisation and Gender Equality: The Worldviews of the Lower Middle Class in West Bengal.” *India, Gender and Society*, (2003) Vol 17. No.4, 544-566
- Nagaraj, V. “Local and Customary Forums: Adapting and Innovating Rules of Formal Law” *Indian Journal of Gender Studies*, (2010) 17: 429-450
- Purkayastha, B. Subramaniam, M. Desai, M. and Bose, S. “The Study of Gender in India: A Partial Review” *Gender and Society*, (2003) Vol 17, No. 4, pp. 503-524

Week 8- Cities and Media portrayals

- Giddens Ch 6 and 17 (Cities and UrbanLife and the media)
- Surinder S Jodhka, “From ‘Book-view’ to ‘Field-view’: Social Anthropological Constructions of the Indian Village”, *Oxford Development Studies*, (1998) Vol. 26 (3). 311-32

Week 9-How do we measure all of this?

- Sayer Ch 6 (Quantitative Methods in Sociology)

Week 10-Now you can measure all of it

- Practice methods of empirical sociology (practice assignment to be given by the professor)

Week 11-Schooling

- Giddens Ch 19 (Education)
- Watch 'Born into Brothels'

Week 12-Crime and Punishment

- Giddens Ch 21 (Crime and Deviance)
- Hartien, Clayton A. "Delinquency, Development, and Social Integration in India", Social Problems, (June 1982) Vol. 29. No. 5, 464-473
- Freitag, Sandra B. "Crime in the Social Order of Colonial North India", Modern Asian Studies, (May, 1991) Vol. 25 No. 2 227-261.
- Chowdhry, Prem. "Enforcing Cultural Codes: Gender and Violence in Northern India", Economic and Political Weekly (May 10-16, 1997) Vol. 32. No. 19), 1019-1028
- Baxi, Pratishka Shirin M. Raj and Shaheen Sardar Ali. "Legacies of Common Law: 'Crimes of Honour' in India and Pakistan" Third World Quarterly, (2006) Vol. 27 No. 7 pp. 1239-1253

Week 13-War and Peace

- Giddens, Ch 22 and 23 (Politics, Government and Social Movements and Nations, War and Terrorism)

- Desai, M. "Party Formation, Political Power and the Capacity for Reform: Comparing Left Parties in Kerala and West Bengal" *India, Social Forces*, (2001) 80 (1) 37-60.
- Iyer, L. Mani, A. Mishra, P. and Topalava, P. "The Power of Political Voice: Women's Political Representation and Crime in India" *American Economic Journal: Applied Economics*, (2012) 4(4): 165-193

Week 14-How do we organize?

- Giddens, Ch 18 (Organizations and Networks)
- Blomkvist, Hans and Ashok Swain. "Investigating Democracy and Social Capital in India" *Economic and Political Weekly*, (Feb 24-Mar. 2, 2001) Vol 36, No. 8, 639-643
- Pinto, Marina R. "Rural Development and Bureacracy in India" *The Indian Journal of Political Science*. July-Sept. 1992 Col 53, No. 3 2,7-296

Week 15-What have we learned?

- Review
- PRIMARY, SECONDARY AND SUGGESTED READINGS:
- Giddens, Anthony. *Sociology* 6th edition. (Wiley Pvt. Ltd.: Delhi, India, 2009)
- Sayer, Andrew. *Method in Social Science* 2nd edition. (Routledge: London and New York, 1992)

LEARNING AIMS AND OBJECTIVES:

Through readings, class discussions, class videos and other educational opportunities students will develop a sense of the major themes and theories in the study of sociology. This will engage them in learning not only about the broad global context of sociology, but also give them specific examples from the Indian context. This experience will, in turn, heighten their engagement and help them to

develop into conscientious citizens. They will also develop both a qualitative and quantitative capacity in the field whereby, they could, through further study, engage in either track of sociological inquiry. The weekly writing assignments will help the students to improve their analytical reading capacities and writing skills.

COURSE ASSESSMENT MODES:

Weekly reading responses on material	(15%)
Attendance	(5%)
Midterm Examination	(30%)
Final Examination	(50%)

COURSE TITLE: **Social Science II- The Society of Social Scientific Disciplines**

COURSE LEADER: Kathleen Modrowski

COURSE CREDITS: 3 credits (3 hours per week of in-class instruction)

COURSE LENGTH: 15 weeks

COURSE DESCRIPTION:

This course will widen the lens of “social science” to examine how the various branches of social-scientific inquiry are similar to, yet distinct from, each other. From the development of positivism to the pioneers of structural anthropology, the social has been observed, compared and expounded through certain systematic methodologies. This course will elucidate certain methodologies throughout anthropology, archaeology, gender studies, geography, government, political science and urban studies. Connection and differentiation across the social sciences will provide the foundation of this course.

SESSIONAL BREAKDOWN:

Various canonical works of social science will be explored through a comparative methodology

LEARNING AIMS AND OBJECTIVES:

Students should be able to define methodological techniques appropriate to the social sciences while differentiating between subject-specific methods

COURSE ASSESSMENT MODES:

Assessment modes will comprise presentation, essay submission and final examination

COURSE TITLE:	History I- Introduction to Indian History
COURSE LEADERS:	Rahul Jayaram/Cameron Paxton
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction)
COURSE LENGTH:	15 weeks

COURSE DESCRIPTION:

Introduction to Indian History will familiarize students with the worlds of medieval and modern India. To this end, it will put some of the largest trends and movements in the Indian past in perspective, while providing an overview of the many currents and eddies, that work their way into the ocean that is Indian history. As we discuss the story of India, the class will consequentially engage with the questions and processes of nationalism, religion, caste, communalism, colonialism, regionalism, linguistic politics, et al: namely, all the concerns which emerged as the Indian subcontinent evolved and had an impact on its personality. The course will address major episodes and the defining questions of Indian history. But we shall also get a sense of how the story of history gets crafted: For instance, one class will get a glimpse of archival work that goes into the production of historical research; or the formation of a working historical hypothesis. As we progress through the course, students will reflect upon broad historical questions like ‘What were the root causes of the Indian Partition?’ or ‘What were the reasons for the decline of Mughal Empire and the expansion of British rule?’ Our historical questions maybe capacious, but the way students craft their responses to them will require a pedagogy that helps them to look at specific, even slightly narrow, answers. Many of the big questions of history are often answered through historically confined postulations, i.e. they will get a sense of the nuts and bolts of writing history – and reading history.

Week 1: What Historians Do?

- Selected chapters from these works shall address the functions of history and historians. It will also give students some sense of historical craft and theory.
- Readings:
- E H Carr, *What is History*
- Marc Bloch, *The Historian's Craft*

I. HISTORY OF INDIA (1206 – 1550)

Weeks 2 & 3: What was the Delhi Sultanate?

- Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India, Vol. V, The Delhi Sultanate*
- Satish Chandra, *Medieval India I*. Part A, Chapter 1 pp. 23-33; Chapter 2 pp. 33-39.
- Peter Jackson, *The Delhi Sultanate*
- Catherine Asher and Cynthia Talbot, *India Before Europe*. Chapter 1, Introduction pp. 1-24; Chapter 2, pp. 25-52; Chapter 3, pp. 53-63

Weeks 4 & 5: What was the Medieval World?

- Perry Anderson, *Passages from Antiquity to Feudalism*
- Marc Bloch, *Feudal Society*, 2 Vols. Introduction, pp. xxiv and xxv; Part I, Chapter I, pp. 3-14; Chapter II, pp. 15-38; Part II, Chapter IV, pp. 59-71; Chapter V, pp. 72-87; Chapter VIII, pp. 109-120
- *Cambridge History of Islam*, 2 Vols
- MGS Hodgson, *The Venture of Islam*

II. HISTORY OF INDIA (1550 – 1605)

Weeks 6 & 7: What was the Mughal World?

- S. Nurul Hasan, *Religion, State, and Society in Medieval India*, Part I, Chapter 1, pp. 15-24; Part II, Chapter 6, pp. 63-78; Chapters 7, 8
- Muzaffar Alam and Sanjay Subrahmanyam, eds, *The Mughal State, 1526 – 1750*. Introduction, pp. 1-71; Part 2, Chapters 5-9
- J.F. Richards, *The Mughal Empire*
- Catherine Asher and Cynthia Talbot, *India Before Europe*. Chapter 7, pp. 186-224; Chapter 9, pp. 256-286
- Irfan Habib, *Agrarian System of Mughal India, 1526 – 1707*. Part I, Chapter 1, pp. 1-23; Part III, Chapter 1, pp. 103-111, Part V, Chapter 1, pp. 169-195
- S.A.A. Rizvi, *Religious and Intellectual History of the Muslims in Akbar's Reign*

III. HISTORY OF INDIA (1605 – 1750)

Weeks 8 & 9: What was the Mughal Empire?

- M. Athar Ali, *The Mughal Nobility under Aurangzeb*
- Satish Chandra, *Essays on Medieval Indian History*
- Harbans Mukhia, *Historians and Historiography During the Reign of Akbar*
- Richard M Eaton, *The Rise of Islam and The Eastern Frontier* . Chapter 7, pp. 159-194

IV. HISTORY OF INDIA (1750 – 1857)

Week 10 & 11: What was British Rule?

- C. A. Bayly, 'Indian Society and the Making of the British Empire', *New Cambridge History of India*
- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*
- Subash Chakravarty, *The Raj Syndrome: A Study in Imperial Perceptions*
- J.S. Grewal, 'The Sikhs of the Punjab', *New Cambridge History of India*
- Ranajit Guha, ed., *A Subaltern Studies Reader*
- Eric Stokes, *English Utilitarians and India*

V. HISTORY OF INDIA (1857 – 1950)

Weeks 12 & 13: What was the Freedom Struggle?

- Judith Brown, *Gandhi's Rise to Power, 1915-22*
- Paul Brass, *The Politics of India since Independence*. Chapter 1, Introduction, pp. 1-27; Chapter 2, pp. 31-6, Chapter 5,6 & 7, Chapter 10, pp. 311-336
- Bipan Chandra, *Nationalism and Colonialism in Modern India*

- Bipan Chandra, *Rise and Growth of Economic Nationalism in India*
- Mohandas K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*. Part IV, pp. 297-309, pp. 338-362, Part V, pp. 363-365, pp. 399-402, pp. 405-408, pp. 419-489
- B R Ambedkar, *Speeches*. Social Speeches, pp. 65-396

VI. HISTORY OF INDIA (1950 – 1990)

Weeks 13 & 14: What is Modern India?

- Ramachandra Guha, *India After Gandhi*
- Aditya Mukherjee, *India After Independence*
- Ramachandra Guha, *The Last Liberal and Other Essays*
- Ashis Nandy, *Exiled at Home, Exiled Abroad, Essays*
- *Constitution of India*

LEARNING AIMS AND OBJECTIVES:

The fundamental purpose of this course is to acclimatize students with the trends and themes in Indian history as well as the historical discipline. Students will enter the class having done the weekly readings and the instructors will often become discussion coordinators. Students bring to class their specific critiques of what they have engaged with on a weekly basis. And more importantly, they will also look at how specific historical arguments are shaped. For instance, they will get a sense of the four well-established historical viewpoints on the nature of the Indian freedom struggle and how and why these historians have differed. Often, the syllabus will include films, videos and art works of history to illuminate a situation in the Indian past. Through the duration of the course, they will – like most historians or social scientists – learn the skills of framing the right questions; develop an eye for the specific historical detail; learn to put facts and events in interesting and germane historical perspectives.

COURSE ASSESSMENT MODES:

Weekly reading responses on material	(20%)
Participation	(10%)
Midterm Examination	(20%)
Final Examination	(50%)

COURSE TITLE:	History II- Introduction to World History
COURSE LEADERS:	Cameron Paxton (Weeks 1-7)/ Rahul Jayaram (Weeks 8-15)
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction)
COURSE LENGTH:	15 weeks

COURSE DESCRIPTION:

While the first year course ‘Introduction to Indian History’ helped students get a strong sense of India’s past through its various stages, this course will deploy similar methods, tools and frames, to begin an examination of history on a global scale. Tracking the medieval and modern periods around the world, this course will offer students strong synoptic views on global history while engaging them with the history of ideas embedded in the history of these regions. For instance, understanding the rise of modern Western Europe in the eighteenth and nineteenth centuries automatically presupposes not just a focused involvement with the political history of the region, but also the advent of industrialization, the widening use of nationalism as a mobilizing force, and the increase in the imperial ambitions of nations. In short, the political history of a region at a time segues into an all-embracing examination of its constitutive parts. ‘Introduction to World History’ chronologically and thematically equips students with some of the broadest and most significant themes of world history through the lenses of ideas and regions.

Weeks 1 & 2: Ancient Greece and Rome

These two weeks will cover the rise and fall of the ancient Mediterranean world. It will primarily focus on the evolutions of the Greek and Roman societies. The two weeks will investigate the important consequences of the development and fall of these two ancient societies, including their impact upon the modern world, the development of new forms of societal organization and the major historical epochs of the age.

- Cunliffe, Barry. *Rome and Her Empires* (London: Bodley Head 1978)
- Scullard, H.H. *A History of the Roman World* (London: Routledge, 2002)
- Bury, J.B. *The Cambridge Ancient History* (Cambridge: Cambridge University Press, 2006)
- Boardman, John. *The Oxford History of Ancient Greece* (Oxford: Oxford University Press, 2002)

Weeks 3 & 4: The Rise of Islam

The development of the history of Islam is crucial to understanding its importance in the world today. These two weeks will investigate the period from the history of the pre-Islamic tribes to the colonial era and the various historical interplays that Islam facilitated as it expanded outwards to impact the globe. This will include agricultural, societal, economic growths.

- Hodgson, Marshal. *The Venture of Islam* Vol. 1-3 (Chicago: University of Chicago Press, 1977)
- Humphrey, Stephen. *Islamic History: A Framework for Inquiry* (Princeton: Princeton University Press, 1991)

Weeks 5 & 6: Slavery and Colonizing Africa/Midterm Examination

The study of Africa is often marginalized in world history and receives only short shrift for its importance in the development of the global context. However, Africa remains a critical choke point in history where exploitation, both of individuals and resources occurred on a massive scale, including the largest forced migration in history, the slave trade. These two weeks will analyze the development of the African Slave trade as well as the haphazard method of European colonization of the continent. The readings will look first at the broad overarching themes of both the transatlantic slave trade and the colonial period followed by pertinent examples of colonization and the slave trade.

- Pakenham, Thomas. *The Scramble for Africa* (New York: Avon Books, 1992)
- William St. Clair, *The Door of No Return: The History of Cape Coast Castle and the Atlantic Slave Trade* (New York: BlueBridge, 2007)
- Green, Toby. *The Rise of the Trans-Atlantic Slave Trade in Western Africa 1300-1589*. (Cambridge: Cambridge University Press, 2011)
- Hochschild, Adam. *King Leopold's Ghost* (Boston: Houghton Mifflin, 1999)

Weeks 7 & 8: The Rise of Modern Europe (1700s-1850s)

These two weeks will examine the range of ideas and themes that went into the shaping of modernity: the transition from feudalism to capitalism and study the early attempts at colonialism, voyages and explorations, the conquests of the Americas, mining and plantation trades. At another level, students will study the cultural impact of the Renaissance, its social roots, and the spread of humanism in Europe. We observe how such ideas expanded, contracted or get remolded during the time of the Enlightenment. This section will deal

with the politico-cultural origins of modern Europe. A third lens will aid us in examining the shifts in economy in Western Europe. We will study the onset of industrialization, the rise of commercialism and mercantilism and the growth of imperialism. Through these frames, we will observe the rise of the idea of the nation-state.

- Carlo M. Cipolla, *Fontana Economic History of Europe*, Vols. II and III
- Carlo M. Cipolla, *Before the Industrial Revolution, European Society and Economy. 1000 – 1700*. 3rd ed. (1993)
- Rodney Hilton, *Transition from Feudalism to Capitalism*
- Theodore K. Rabb, *The Struggle for Stability in Early Modern Europe*
- F. Rice, *The Foundations of Early Modern Europe*
- B. H. Slicher von Bath, *The Agrarian History of Western Europe. AD. 500 – 1850. The Cambridge Economic History of Europe*. Vol. I – VI

Weeks 9 & 10: The Story of America (1776 – 1990s):

These two weeks will examine the large themes common in American history. These will range from the issue of the rights of the indigenous people of America, to the processes of settlement and colonization by Europeans, the evolution of early colonial American society and the politics over indentured labor. In the second section, we will examine the American War of Independence and its historical interpretations and the features of Constitution making, and its debates and historical interpretations. A third section, will study the evolution of American democracy and focus on the intellectual currents spawned by Federalism: Jeffersonianism, Jacksonianism, the rise of political parties from 1840 and the role of the American Supreme Court. A fourth section will examine the expansion of the American Frontier and deal with themes of Turner's Thesis, the displacement and decimation of native Americans and the case histories of Tecumseh and Shawnee Prophet. The fifth section will study the beginnings of industrialization, immigration and the changing composition of labor and early labor movements. This will lead to the examination of issues of the agrarian South, the onset of the Civil War, the Monroe Doctrine and Manifest Destiny. The sixth section will take stock of American history in the 20th century.

- Bernard Bailyn, *The Ideological Origins of the American Revolution*
- John Hope Franklin, *From Slavery to Freedom*

- W. Pratt. *A History of the United States Foreign Policy*
- J. G. Randall and David Donald, *The Civil War and Reconstruction*
- Carl N. Degler, *At Odds: Women and Family in America from the Revolution to the Present*
- Fogel and Engerman? *Time on the Cross*
- Lewis L. Gould (ed.), *The Progressive Era*
- John D. Hicks, *The Federal Union: A History of USA Since 1865*
- David M. Kennedy, Thomas Bailey and Mel Piehl, *The Brief American Pageant*
- Perry Miller, *From Colony to Province*
- Gary Nash (ed.), *Retracing the Past*
- James Weinstein, *The Corporate Ideal in the Liberal State*
- Robert Wiebe, *The Search for Order*

Weeks 11 & 12: The Rise & Fall of the USSR

This portion of the course will begin by examining the Russian Revolutions of February and October 1917 and examine specific Russian themes of dual power, provisional government, the establishment of Soviet power and the rise of Russian nationalism. It will also study the rise of communism from 1918 to 1921, the difference between Red and White economic policies and then move into the establishment of the USSR. This course will deliberate over the great debates on Soviet industrialization, the Cold War and the collapse of the USSR.

- E.H. Carr, *A History of Soviet Russia*, 4 Volumes (1952)
- Stephen F. Cohen, *Bukharin and the Bolshevik Revolution: A Political Biography, 1888 – 1938* (1973).
- Isaac Deutscher, *Stalin* (1949)
- Maurice Dobb, *Soviet Economic Development Since 1917* (1972)
- Marc Ferro: *The Russian Revolution of February 1917* (1972)

- Sheila Fitzpatrick: *Cultural Revolution in Soviet Russia* (1978)
- Arch Getty: *The Origins of the Great Purges* (1985)
- Graeme Gill: *Peasants and Government in the Russian Revolution* (1979)
- John Keep: *The Last of the Empires: A History of the Soviet Union, 1945 – 1991* (1995)
- John Keep: *The Russian Revolution: A Study in Mass Mobilization* (1976)

Weeks 13 & 14: The Rise of Southeast Asia

This portion of the course will study the pre-colonial structures of power and authority in Southeast Asia from the 1800s and move into the 20th century. It will examine aspects of the economy and social structure of the 19th century and see how they transform over time. Some of the major focus areas of this portion of the course include aspects of culture, agriculture, and the modernization and urbanization processes that came in the course and wake of colonialism.

- Benedict Anderson, *Imagined Communities*
- H. Benda, *The Crescent and the Rising Sun*
- Furnivall, *Colonialism and the Plural Society*
- G. Hart, ed., *Agrarian Transformations: Local Processes and the State in Southeast Asia*
- J. Kemp, ed., *Peasants and Cities, Cities and Peasants: Rethinking Southeast Asian Models*
- Milton Osborne, *South east Asia: An Introductory History*
- Benedict Anderson, *Mythology and the Tolerance of the Javanese*
- C. van Dijk, *Trousers, Sarongs and Jubbahs*
- C. Dobbin, *Islamic Revivalism in a Changing Peasant Economy (1784-1847)*
- Charles F. Keys, *The Golden Peninsula*
- Daniel S. Lev and Ruth T. McVey, eds., *Making Indonesia – Essays on Modern Indonesia*
- Victor Purcell, *The Chinese in Southeast Asia*

Week 15: Review

LEARNING AIMS AND OBJECTIVES:

This course seeks to acquaint students with the broad themes of history as well as improve their writing. The students will acquire the knowledge and skill set required to further develop as engaged and disciplined students of global history.

COURSE ASSESSMENT MODES:

Three in-class quizzes	(15%)
Attendance	(5%)
Midterm Examination	(30%)
Final Examination	(50%)

COURSE TITLE: **Philosophy-I: Philosophical Foundations – In the Beginning and Beyond**

COURSE LEADER: Andrew W. Hay with Naama Shalom and Sean Bala

COURSE CREDITS: 3 credits (3 hours per week of in-class instruction)

COURSE LENGTH: 15 Weeks

COURSE DESCRIPTION:

This course will take the speculative moment of environmental reflection and link it to the emergence of the philosophical method; particularly its concern with the elucidation and *explanation* of creation through techniques of individuation, observation, causation, reasoning, ratiocination, physics and metaphysics. The course will also juxtapose the philosophical and religious in various textual sources culminating in the testing of possible intellectual continuities and discontinuities between religion, philosophy and science. Beginning with the inception of ancient Greek cosmology and creation mythologies, this course will interject the Platonic notion of causation and form with such related historical developments as Greek, Roman, Hebrew and Indian ideas of creation. The course will explore Plato's *Timaeus*, but it will also use pertinent materials from the *Ramayana*, the *Upanishads*, Hesiod's *Theogony*, Lucretius's *De Rerum Natura*, Plotinus's *Enneads*, the book of Genesis, Augustine's *Confessions*, Boehme's *Signatura Rerum* and the writings of William James, Rudolf Otto and René Girard to offer a comparative framework for considering the historical, ideological, theological and philosophical techniques of communitarian self-situation and origination. Complementing this philosophical-theological confluence, the course will also examine the inception, continuity and variability of science as an explanatory tool for cosmology and knowledge. To this end we will examine Max Weber, Martin Heidegger, Thomas Kuhn and Carl Sagan in the course conclusion. Topics addressed will include nature, the supernatural, intuition, environment, community, symbolism, pantheism, rationality, physics, metaphysics, mysticism, inductive reasoning, objectivism, realism, scientism and experimentalism.

SESSIONAL BREAKDOWN:

Session 1 – 4 The Greek World and *Timaeus*; philosophy and creation

Session 5 – 6 The *Ramayana* and the *Upanishads*

Session 7 – 8 *Theogony*

Session 8 – 9 Lucretius's *Rerum Natura*

Session 9 – 10 *The Enneads*

Session 11 – Philosophy, Religion, Mythology: Convergence and Divergence

Session 12 – 14 The Book of Genesis

Session 15 – 17 Augustine's *Confessions*

Session 18 – 19 – Boehme, Mysticism and its Contexts

Session 20 – 22 – William James, Skepticism and Experience – Delimiting and Debunking

Session 23 – 24 – The Holy: Anachronism, sociology and belief

Session 25 – 26 – Religion, Philosophy and Science – Rene Girard

Session 27 – 29 – Science in Society – Heidegger, Nietzsche, Weber, Kuhn

Session 30 – Practice and Perspective – Sagan and Beyond

PRIMARY, SECONDARY AND SUGGESTED READINGS:

Primary:

- Plato from *Timaeus*
- From the *Ramayana*
- From the *Upanishads*
- Hesiod from *Theogony*
- Lucretius from *De Rerum Natura*
- Plotinus from *Enneads*
- From the Old Testament
- Saint Augustine from *The Confessions*

- Jacob Boehme from *Signatura Rerum*
- William James from *Varieties of Religious Experience*
- Rudolf Otto from *The Idea of the Holy*
- René Girard from *Things Hidden Since the Foundation of the World*
- Max Weber 'Science as Vocation'
- Martin Heidegger from 'What is Called Thinking?'; Friedrich Nietzsche from *The Gay Science*
- Thomas Kuhn from *The Structure of Scientific Revolutions*
- Carl Sagan from *Cosmos*

Selected Secondary Reading:

- Bruno Snell, *The Discovery of Mind*
- Francis Cornford, *Plato's Cosmology*
- David MacClaglan, *Creation Myths*
- Jaroslav Peliken, *What has Athens to do with Jerusalem?*
- Brevard Childs, *Myth and Reality in the Old Testament*
- Thorleif Boman, *Hebrew Thought Compared with Greek*
- Henri Frankfort, *The Intellectual Adventure of Early Man*
- Ernst Cassirer, *The Philosophy of Symbolic Forms: Mythic Thought*
- Ian Barber, *Religion and Science*
- Marcea Eliade, *Myth and Reality*
- Matthew Arnold, *Culture and Anarchy*
- Peter Conrad, *Creation*

LEARNING AIMS AND OBJECTIVES:

The student should demonstrate:

- Sound knowledge of the methodological, doctrinal and historical features of set readings
- Gloss the substantive features of divergent topologies in philosophical, theological, mythic and scientific thought
- Participate in debates regarding the existence, pertinence and varieties of religious experience
- Discuss the intellectual genealogy of skepticism
- Define the features of mythic thought across a number of historical modifications
- Discuss the significance of canonical moments in religious communities, migrations and influences
- Display oral, written and research skills appropriate to a level one course

COURSE ASSESSMENT MODES:

Weekly reading and writing assignments	25%
Presentation	5%
Midterm Examination	20%
Final Examination	50%

COURSE TITLE:	Economics- I
COURSE LEADER:	Yugank Goyal
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction)
COURSE LENGTH:	15 weeks

COURSE DESCRIPTION:

The course aims to offer preliminary understanding of concepts and applications of economics, both as a medium of theoretical inquiry of the society's sharing of resources, as well as practical determinant of carving out policies. The course will discuss both micro-economics and macro-economics as distinct yet related disciplines of understanding how and why humans make decisions, and to what extent government's policies affect, impact or channel these decisions. The course also builds economics as an instrumental tool to equip students with analytical skills used in conjunction with other social science disciplines. A background in mathematics is required. The course will not engage in detailed models of economics, and will discuss general academic and policy based concepts. The idea is for students to begin appreciating and understanding economics as a discipline that shapes our lives continuously.

SESSIONAL BREAKDOWN:

During the 15 weeks of the course we will address a number of key areas in economic inquiry thinking. The objectives will be to both understanding how math assists thinking, as well as how the mechanics of various problem types are best approached and solved.

Week One: Introduction to Micro-economics: Key Concepts

Week Two: Demand, Supply and Elasticity

Week Three: Theory of Consumer Choice

Week Four: Market Failures, Efficiency and Government Intervention

Week Five: Cost, Revenue and Profit Maximization

Week Six: Competition, Monopoly, Oligopoly and Price Discrimination

Week Seven: Introduction to Macro-economics: Key Concepts

Week Eight: Inflation, Unemployment, IS/LM Model

Week Nine: Monetary and Fiscal Policies, AD/AD Model

Week Ten: Classical and Keynesian Economics

Week Eleven: Open Economy, International Trade

Week Twelve: Introduction to Development Economics

Week Thirteen: Political Economy, Public Choice

Week Fourteen: Revisiting the concepts and Project Discussion

Week Fifteen: Examination

SUGGESTED READINGS

Mankiw. (2006) *Principles of Microeconomics*

Richard Froyen, *Macroeconomics: Theory and Policy*

Mankiw. (2012), *Macroeconomics*

Varian. (2010) *Intermediate Microeconomics A Modern Approach*

Chamberlin and Yueh, *Macroeconomics*

Several articles will be prescribed in addition

Students are encouraged to refer to newspapers such as *The Financial Express*, *The Economic Times*, *The Hindu Business Line* and *Business Standard*. This would help to improve understanding of key concepts being taught in class. Students are also encouraged to read *The Economist* and *Financial Times* (www.ft.com) to broaden their horizons.

LEARNING AIMS AND OBJECTIVES

The main aims of this course are to:

- Enable students to understand the basic concepts in microeconomics

- Help them apply theoretical knowledge in microeconomics to real world situations
- Develop analytical skills through the use of diagrams and mathematics
- Cultivate the ability to communicate findings through the medium of tests and other assignments
- Appreciate role of economics in study of law and other social sciences
- Enable students to understand the basic concepts in macroeconomics
- Aid them to apply theoretical knowledge in macroeconomics to real world situations
- Develop analytical skills through the use of diagrams
- Understand the fundamental concepts in global macroeconomic analysis
- Help answer the most pressing issues facing world economies today concerning crises, inflation, monetary transmission

COURSE ASSESSMENT MODES:

Weekly reading and writing assignments	25%
Presentation	5%
Midterm Examination	20%
Final Examination	50%

COURSE TITLE: Political Science I- Introduction to Political Science

COURSE CREDITS: 3 credits (3 hours per week of in-class instruction)

COURSE LENGTH: 15 Weeks

COURSE DESCRIPTION:

“Man is by nature a political animal” suggests Aristotle in the *Politics* – a founding document of the political science of antiquity. And yet any consideration of political science must unpack the divergent political communities that ‘Man’ inhabits. Indeed, the intersection between political communities and nature is an area that has preoccupied political thinkers in such a way as to render starkly contrasting theories about the evolution of political systems. For example, is political society fulfilling or subjugating in nature? Is there a natural principle behind political order and representative/legislative elements within different kinds of ordering? How have conceptions of rights and responsibilities been enshrined so as to shape the present political moment? How does the local relate to the global in political causation? How does history impact politics? Is there such a thing as comparative politics? This course will introduce elements of the theory of politics in order to examine the practice of politics in the comparative world scene. Practical political systemizations will illuminate theoretical foundations and vice versa. Students will gain a comprehensive overview of analytical methodologies in political science as well as knowledge of the historical evolution of the discipline. They will also learn to interpret and critique the political consequences that surround them on a daily basis.

SESSIONAL BREAKDOWN:

Topics for consideration include, methods and data in political science, theory and practice of democracy, comparative political systems, non-democratic states, Indian democratic foundations and constitutionalism.

LEARNING AIMS AND OBJECTIVES:

- Analytical focus on contemporary affairs
- Combining theory and practice in evaluating political systems
- Knowledge of the theoretical foundations of political thought

- Ability to place the local in wider political frameworks
- Skills in data analysis
- Skills of analytical, precise and structured expository writing

COURSE ASSESSMENT MODES:

Weekly reading and writing assignments	25%
Presentation	5%
Midterm Examination	20%
Final Examination	50%

COURSE TITLE:	Literature I- Introduction to Great Sanskrit Literary Works of Classical India
COURSE LEADER:	Naama Shalom
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction)
COURSE LENGTH:	15 weeks

COURSE DESCRIPTION:

The course will survey the main textual traditions of Sanskrit literature and expose students to the culture and history of Indian civilization through its myriad literatures. Examining cultural, historical, textual, inter-textual and social contexts, students will read works of various genres produced in different epochs throughout the long, rich history of Sanskrit literature; namely, texts of revelation versus those of tradition, poetry, epic poems, philosophical works, devotional literature, and mythologies. The reading list of each class thus consists of primary sources translated from the Sanskrit alongside secondary materials. The course is divided into six units that more or less follow the evolution of Sanskrit literature. Each unit is dedicated to a specific literary genre, as follows:

The first unit looks into the prehistory of Indian civilization as a point of origin to Sanskrit literature. This unit explores several key questions: whether a civilization that, as far as we know, hasn't produced texts could be considered a literary culture? Are texts essentially written works? How does the bulk of ancient Indian texts, transmitted orally, fall into this framework? And finally, whether inscriptions such as those associated with the Indus valley civilization may be considered works of literature even though their language has not yet been deciphered?

The second unit looks into Hinduism's sacred texts of revelation (*Śruti*). This unit will familiarize students with the ancient Vedic world by exploring its essential four textual layers, the *Vedas*, the *Brāhmaṇas*, the *Āraṇyakas* and the *Upaniṣads*. By closely reading several creation myths students will address the question as to what, if at all, is the importance of beginnings? Would understanding Hindu perceptions of creation assist in interpreting later literary works? And finally, how do seminal Vedic ideas of creation – depicting a primordial unity being violently divided into multiplicity – translate into crucial Upanishadic themes of crisis and knowledge?

The third unit is engaged with traditional texts of Sanskrit literature (*Smṛti*) such as Manu's Law Book, the great Sanskrit epics – the *Rāmāyaṇa* and the *Mahābhārata* including the *Bhagavadgītā* episode, and the *Purāṇas*. In this unit we shall largely explore one of Hinduism's most central concepts – the notion of *dharma*. What “*dharma*-flavours” does each of these texts depict? What is the nature of

dharma? Is it prescriptive as the Law Book of Manu suggests, or descriptive? Is it ideal, whole and eternal as the *Rāmāyaṇa* would suggest or is *dharma* chaotic, conflicted, and highly contextual, as construed by the *Rāmāyaṇa*'s sibling epic, the *Mahābhārata*?

The fourth unit looks into literary works that emerged from India's rich culture of metaphysical explorations. Beginning with the story of the Buddha's life as poetically narrated by Aśvaghōṣa, through texts belonging to the *yoga* tradition, this unit concludes with texts of the *Advaita-Vedānta* school of thought. How do philosophical, metaphysical ideas colour these literary compositions? Should we consider them as philosophical treatises or as poetic expressions of abstract notions? Where is the dividing line between philosophy, metaphysics and literature?

The fifth unit looks into the mythologies and writings that descended from the diversified culture of religious devotion (*bhakti*). We shall look at both Vaiṣṇava and Śaiva texts and explore the way a religious practice infiltrates into literature while stressing the departures and affinities of these traditions.

Finally, the sixth unit explores Sanskrit poetry (*kāvya*). We shall read sections of great works of literature produced by two of Sanskrit's most renowned poets, Kālidāsa and Bhāṇubhūti. We will look at the correspondence these poets sustain with the epics' ancient past, their own original points of departure, creativity and modes of interpretation.

SESSIONAL BREAKDOWN:

Week 1

- 1) Introduction – Setting the parameters
- 2) Film followed by discussion - *Religions of the World: Hinduism* (47 mins.) <http://www.youtube.com/watch?v=XvcsY75HPpk>

Origins of Indian civilization

Week 2

- 3) The Indus Valley civilization and the mysteries of a prehistoric language
  - Reading: Gavin Flood, *An Introduction to Hinduism*, pp. 5-50

A. L. Bhasham, *The Wonder that was India*, “Prehistory”, pp. 10-43

- 4) Film followed by discussion – *Indus: the Unvoiced Civilization* (59 mins.)
<http://digital.films.com/play/LJLKRS>

Śruti – sacred texts of revelation

Week 3

- 5) The Vedic world
- Reading: A. L. Bhasham, *The Wonder that was India*, “The Religion of the Vedas”, pp. 232-258
  - Michael Witzel, “Vedas and Upaniṣads”, in *The Blackwell Companion to Hinduism*, pp. 68-98
- 6) Film followed by discussion – *Altar of Fire* (45 mins.)
- http://www.youtube.com/watch?v=2mYu_Ckh_K8

Week 4

- 7) Vedic creation myths – Hymn of creation (Rg Veda 10.129); Puruṣasūkta (Rg Veda 10.90); Indra slays Vṛtra (Rg Veda 1.32); the strife between *devas* and *asuras* (Bṛhadāraṇyakopaniṣad, 1.3)
- Reading: Wendy Doniger (trans.), *The Rig Veda*, pp. 23-162
  - F. B. J. Kuiper, “The Basic Concept of Vedic Religion”, *History of Religions*, pp. 107-120
- 8) Vedic rituals and speculations about the nature of creation in the Brāhmaṇa and Upanishadic literature (Rg Veda 10.136; Śatapathabrāhmaṇa 14.1; Bṛhadāraṇyakopaniṣad 1.4)
- Reading: T. J. Hopkins, *The Hindu Religious Tradition*, chap. 3 – “The Upaniṣads”, pp. 36-51
  - Handouts of other Vedic hymns will be provided to students

Week 5

- 9) Upanishadic Literature I – The stories of Naciketas (Kaṭha-upaniṣad), Nārada and Sanatkumāra (Chāndogya 7), Indra and Virocana (Chāndogya 8.7-12)
- Reading: Patrick Olivelle’s Introduction to *The Upaniṣads* – pp. xxiii-lvi
  - Charles Malamoud, *Cooking the World: Ritual and Thought in Ancient India*, “Village and Forest in the Ideology of Brahmanic India”, pp. 74-91.
  - *The Upaniṣads* (Patrick Olivelle trans.) – Kaṭha Upaniṣad – pp. 231-247; Chāndogya 7 – pp. 156-166; Chāndogya 8.7-12 – pp. 171-175
- 10) Upanishadic literature II – Uddālaka and Śvetaketu, Chāndogya 6; Maitreyī and Yājñavalkya, Bṛhadāraṇyakopaniṣad 4.5
- Reading: *The Upaniṣads* (Patrick Olivelle trans.) – Chāndogya 6, pp. 148-166; Bṛhadāraṇyakopaniṣad 4.5, pp. 69-71
  - Yohanan Grinshpon, *Crisis and Knowledge: the Upanishadic Experience and Storytelling*, pp. vii-x; 101-137

Smṛti – Revered Texts of Tradition

Week 6

11) Dharma, social order and law in the *Law Book of Manu*

- Reading: Chapter 1-3 of the *Manusmṛti*, Patrick Olivelle (trans.), *The Law Code of Manu*, pp. 13-64
- Patrick Olivelle (trans.), *The Law Code of Manu*, “Introduction”, pp. xvi-xlv
- T. N. Madan, “The Householder Tradition in Hindu Society”, *The Blackwell Companion to Hinduism*, pp. 288-305

12) Tension between *dharma* and *mokṣa* in the *Law Book of Manu*

- Reading: Chapter 6 of the *Manusmṛti*, Patrick Olivelle (trans.), *The Law Code of Manu*, pp. 98-105
- A. L. Bhasham, *The Wonder that was India*, “Society: Class, Family and Individual”, pp. 138-190

- Patrick Olivelle, “The Renouncer Tradition”, *The Blackwell Companion to Hinduism*, pp. 271-287
- Wendy Doniger and Brian K. Smith (trans.), *The Laws of Manu*, Penguin Classics, “Introduction”, pp. xv-lxxviii

Week 7

13) Frame story and main themes of the great Sanskrit epic, the *Mahābhārata*

- Reading: T. J. Hopkins, *The Hindu Religious Tradition*, chap. 6 – “The Religions of the Epics and Purāṇas”
- James L. Fitzgerald, “Mahābhārata,” in the *Brill Encyclopedia of Hinduism*, vol. 2, eds. K. Jacobsen et al., 2010 (Leiden: E. J. Brill), pp. 72-94
- *The Mahābhārata* (abridged version), trans. Chakravarthi V. Narasimhan, pp. 1-88; 203-216 (reading to be carried out over two sessions)

14) Film followed by discussion – selected scenes from Peter Brook’s *Mahabharata*

<http://www.youtube.com/watch?v=FIJini4JUA>

Week 8

15) A selection of *Mahābhārata* ancillary tales (Aṣṭāvakra, Savitrī, Kadrū and Vināta, Nala and Damyanti)

- Reading: David Shulman, *The Wisdom of Poets: Studies in Tamil, Telugu, and Sanskrit*, “The Yakṣa’s Questions”, pp. 40-62
- David Shulman, *The Wisdom of Poets: Studies in Tamil, Telugu, and Sanskrit*, “On Being Human in the Sanskrit Epic: The Riddle of Nala”, pp. 131-158.
- Yohanan Grinshpon and Naama Shalom, “On Curse and Knowledge; A Case of *Upaniṣad/Mahābhārata* Inter-textuality” (the paper will be provided to students).

16) Dharma, devotion, and a quest for the middle (*madhya*): central themes in the *Bhagavadgītā*

- Reading: Barbara Stoller Miller (trans.), *The Bhagavadgītā*, “Introduction” pp. 8-34; Chapters 1-2 of the *Gītā*, pp. 43-84.
- Angelika Malinar, *The Bhagavadgītā: Doctrines and Contexts*, “The doctrines of the *Bhagavadgītā*: summary and systematic considerations”, pp. 226-241

- Audio recitation of the *Gītā* in Sanskrit – chapter 1 (10.40 mins.)
http://www.youtube.com/watch?v=jGm_ojemYpE
- Audio recitation of the *Gītā* in Sanskrit (lyrical) – chapter 5 (9.34 mins.)
<http://www.youtube.com/watch?v=Lx80WSRFFWk>

Week 9

17) *Rāmāyaṇa*, the first poetry

- Reading: William Buck (trans.), *Rāmāyaṇa*, pp. xviii-122.
- Gavin Flood, *An Introduction to Hinduism*, pp. 103-127

18) *Purāṇa* literature

- Reading: Cornelia Dimmitt & J. A. B. van Buitenen (trans.), *Classical Hindu Mythology: a Reader in the Sanskrit Purāṇas*, “Introduction”, pp. 3-29; 100-146
- Freda Matchett, “The Purāṇas”, *The Blackwell Companion to Hinduism*, pp. 129-143

Metaphysical explorations

Week 10

19) Aśvaghoṣa’s *Buddhacarita* (“The Acts of the Buddha”)

- Reading: Patrick Olivelle (trans.), *Life of the Buddha*, “Introduction”, pp. xvii-li; “canto I” pp. 1-34; “canto 14” pp. 401-416
- A. L. Bhasham, *The Wonder that was India*, “Buddhism”, pp. 259-289
- *Dharma-cakra-pravartana sūtra* - “Setting in motion the wheel of *dharma*”
<http://www.budsas.org/ebud/ebud/ebud001.htm>
- The BBC (Michael Wood’s production), *The Story of India*, chapter 2. “The Power of Ideas” (59 mins.)

20) Patañjali's *Yoga-sūtra*

- Reading: Barbara Stoler Miller (trans.), *Yoga: Discipline of Freedom* (selected passages)
- Yohanan Grinshpon, *Silence Unheard: Deathly Otherness in Pātañjala-Yōga*, Chapters 2-3 (pp. 37-64; 96-121)
- Feuerstein, Georg, *The Yoga Tradition: Its History, Literature, Philosophy and Practice*, Chapter 9-10, pp. 283-340
- Heinrich Zimmer, *Philosophies of India*, "Sāṃkhya and Yoga", pp. 280-332

Week 11

21) The *Yoga-Vāsiṣṭha*

- Reading: Swami Venkatesananda (trans.), *Vāsiṣṭha's Yōga*, pp. 55-91; 122-124
- Georg Feuerstein, *The Yoga Tradition: Its History, Literature, Philosophy and Practice* chapter 14, pp. 401-412

22) *Digvijaya* 'Conquest of the Four Quarter' – the life of Śaṅkarācārya

- Reading: Jonathan Bader, *Conquest of the Four Quarters; Traditional Accounts of the Life of Śankara*, New-Delhi, 2000 pp. 18-25; 71-99
- Phyllis Granoff, "Scholars and Wonder-Makers: Some Remarks on the Role of the Supernatural in Philosophical Contests in Vedānta Hagiographies", *Journal of the American Oriental Society*, Vol. 105, No. 3, (Jul. - Sep., 1985), pp. 459-467

Week 12

23) Film followed by discussion: selected scenes from *Adi Shankaracarya* (film in Sanskrit! 2:40 mins.)

<http://www.youtube.com/watch?v=HolomFriTwM>

24) Advaita-Vedānta in Śaṅkarācārya's "A Thousand Teachings" (*Upadeśa-sāhasrī*)

- Reading: *Upadeśa-sāhasrī, A Thousand Teachings*, Sanskrit and English, translated by Swami Jagadananda, Mylapure, 2003 (selected passages).

- Sengaku Mayeda, *A Thousand Teachings; The Upadeśa-sāhasrī of Śaṅkara*, New-York, 1979 (selected passages).
- Yohanan Grinshpon, *The Secret Śaṅkara: On Multivocality and Truth in Śaṅkara's Teaching*, Brill, Leiden, 2011, pp. 23-32.

Bhakti literature

Week 13

25) Vaiṣṇavite tradition of devotion

- Reading: Edwin F. Bryant (trans.), *Krishna: The Beautiful Legend of God: Śrīmad Bhāgavata Purāṇa, Book 10* (selected passages)
- Gavin Flood, *An Introduction to Hinduism*, “The love of Viṣṇu”, pp. 128-147
- Gerard Colas, “History of Vaiṣṇava Traditions: An Esquisse”, in the *Blackwell Companion to Hinduism*, pp. 229-270

26) Śaivaite tradition of devotion

- Reading: Gavin Flood, *An Introduction to Hinduism*, pp. 148-173
- Don Handelman and David Shulman, *God Inside Out: Śiva's Game of Dice*, pp. 159-184
- Gavin Flood, “The Śaiva Tradition”, in the *Blackwell Companion to Hinduism*, pp. 200-228
- Wendy Doniger O'Flaherty, *Śiva: the Erotic Ascetic*. New York and London: Oxford University Press, 1973 (selected passages)

Sanskrit poetry (kāvya)

Week 14

27) Kālidāsa's Śakuntalā

- Reading: M. R. Kale, *The Abhijñānaśākuntalam of Kālidāsa*, “Introduction”, pp. xiii-ci
- Barbara Stoler Miller (trans.), *Theater of Memory: The Plays of Kālidāsa* (selected passages).

- David Shulman, “The Prospects of Memory”, *The Wisdom of Poets: Studies in Tamil, Telugu, and Sanskrit*, pp. 183–212.
- Charles Malamoud, “By Heart: Notes on the Interplay between Love and Memory in Ancient Indian Poetry”, *Cooking the World: Ritual Thought in Ancient India* (Delhi: Oxford University Press, 1996), pp. 247–58.

28) Bhavabhūti’s *Uttararāmacarita*

- Reading: Sheldon Pollock (trans.), *Rāma’s Last Act*, Clay Sanskrit Library, “Introduction” and selected passages.
- David Shulman, *The Wisdom of Poets: Studies in Tamil, Telugu, and Sanskrit*, “Bhavabhūti on cruelty and compassion”, pp. 255–292

Week 15

29) Somadeva’s *Kathāsaritsāgara* (“The Ocean of Rivers of Stories”)

- Reading: Arshia Sattar (trans.), *Tales from the Kathāsaritsāgara*, Penguin classics (selected passages)

30) Concluding class – review and summary of learning

PRIMARY, SECONDARY AND SUGGESTED READINGS:

Primary

- Jonathan Bader (trans.), *Conquest of the Four Quarters; Traditional Accounts of the Life of Śaṅkara*, Aditya Prakashan, New-Delhi, 2000
- Edwin F. Bryant (trans.), *Krishna: The Beautiful Legend of God: Śrīmad Bhāgavata Purāṇa, Book 10*, Penguin Classics, 2003
- William Buck (trans.), *Rāmāyaṇa*, University of California Press, 2000
- Cornelia Dimmitt (ed. et al.), *Classical Hindu Mythology: a Reader in the Sanskrit Purāṇas*, Temple University Press, 1978
- Wendy Doniger (trans.), *Hindu Myths*, Penguin Classics, 2004
- Wendy Doniger (trans.), *The Rīg Veda*, Penguin Classics, 2005
- Wendy Doniger and Brian K. Smith (trans.), *The Laws of Manu*, Penguin Classics, 1992
- M. R. Kale, *The Abhijñānaśākuntalam of Kālidāsa*, Motilal Banarsidas, Delhi, 2010

- Swami Jagadananda (trans.), *Upadeśa-sāhasrī, A Thousand Teachings*, Sri Ramakrishna Math, 1941
- James Malinson (trans.), *The Ocean of the Rivers of Story* (Vol. 1-2), Clay Sanskrit Library, NYU Press, 2007; 2009
- Barbara Stoler Miller (trans.), *Theater of Memory: The Plays of Kālidāsa*, Columbia University Press, 1984
- Barbara Stoler Miller (trans.), *The Bhagavadgītā: Kṛṣṇa's Council in Time of War*, Columbia University Press, 1986
- Barbara Stoler Miller (trans.), *Yoga: Discipline of Freedom*, University of California Press, 1996
- Chakravarthi V. Narasimhan (trans.), *The Mahābhārata* (abridged edition), Columbia University Press, 1997
- Patrick Olivelle (trans.), *Life of the Buddha*, Clay Sanskrit Library, New York University Press, 2008
- Patrick Olivelle, *Upaniṣads*, Oxford University Press, New Delhi, 2008
- Patrick Olivelle, *Law Code of Manu*, Oxford University Press, USA, 2009
- Sheldon Pollock (trans.), *Rāma's Last Act*, Clay Sanskrit Library, NYU Press, 2007
- Arshia Sattar (trans.), *Tales from the Kathāsaritsāgara*, Penguin Classics, 1997
- John D. Smith (trans.), *The Mahābhārata* (abridged edition), Penguin Classics, 2009
- Charles Henry Tawney (trans.), *Ocean of Story*, Motilal Banarsidas, (Vol. 1-2)
- Swami Venkatesananda (trans.), *Vāsiṣṭha's Yoga*, SUNY Press, 1993

Secondary

- A. L. Bhasham, *The Wonder that was India*, Pan Macmillan, 2004
- Gurucharan Das, *The Difficulty of Being Good*, Penguin, 2012
- Mircea Eliade, *Yoga: Immortality and Freedom*, Pantheon Books, 1958
- Georg Feuerstein, *The Yoga Tradition: Its History, Literature, Philosophy and Practice*, Motilal Banarsidass (reprint), 2002
- James L. Fitzgerald, "Mahābhārata" in the *Brill Encyclopedia of Hinduism*, vol. 2, eds. K. Jacobsen et al., 2010 (Leiden: E. J. Brill), pp 72-94
- Gavin Flood, *An Introduction to Hinduism*, Cambridge University Press, 1996

- Gavin Flood (ed.), *The Blackwell Companion to Hinduism*, Wiley, 2003
- Phyllis Granoff, “Scholars and Wonder-Makers: Some Remarks on the Role of the Supernatural in Philosophical Contests in Vedānta Hagiographies”, *Journal of the American Oriental Society*, Vol. 105, No. 3, (Jul. - Sep., 1985), pp. 459-467
- Yohanan Grinshpon, *Silence Unheard: Deathly Otherness in Pātañjala-Yoga*, SUNY Press, New York, 2002
- Yohanan Grinshpon, *Crisis and Knowledge: the Upanishadic Experience and Storytelling*, Oxford University Press, USA, 2003
- Yohanan Grinshpon, *The Secret Śāṅkara: On Multivocality and Truth in Śāṅkara’s Teaching*, Brill, Leiden, 2011
- Don Handelman and David Shulman, *God Inside Out: Śiva’s Game of Dice*, Oxford University Press, USA, 1997
- Don Handelman and David Shulman, *Śiva in the Forest of Pines: An Essay on Sorcery and Self-knowledge*, Oxford University Press India, 2004
- T.J. Hopkins, *The Hindu Religious Tradition*, Duxbury Press, 1971
- F. B. J. Kuiper, “The Basic Concept of Vedic Religion”, *History of Religions*, Vol. 15 No.2, November 1975, pp. 107-120
- Charles Malamoud, *Cooking the World: Ritual and Thought in Ancient India*, Oxford University Press, USA, 1996
- Angelika Malinar, *The Bhagavadgītā: Doctrines and Contexts*, Cambridge University Press, 2009
- Sengaku Mayeda, *A Thousand Teachings; The Upadeśa-sāhasrī of Śāṅkara*, SUNY Press, New-York, 1979
- Wendy Doniger O’Flaherty, *Śiva: the Erotic Ascetic*, New York and London: Oxford University Press, 1981
- David Shulman, *The Wisdom of Poets: Studies in Tamil, Telugu, and Sanskrit*, Oxford University Press, 2001
- Zimmer, Heinrich, *Philosophies of India*, Princeton University Press, 1969

LEARNING AIMS AND OBJECTIVES:

The purpose of this course is to provide a first-hand, direct experience of original texts alongside cultivating an inquisitive approach towards them. The coursework is therefore designed to encourage students to develop a sensitive, yet critical and analytical attitude towards reading/studying texts in general. While large parts of the coursework are aimed at inculcating skills of reading, writing and oral presentation at the university level, we shall also engage in interactive study methods. These are incorporated in order to stimulate other modes of thinking and appreciating texts, and for the purpose of tying, as it were, India’s ancient past with modern/contemporary

speculations. Throughout the course, then, we shall exercise an informed and critical viewing of television and film productions of contemporary adapted Sanskrit works, as well as audit audio-texts. Such sessions in the curriculum will be followed by open class discussions, in which students are encouraged to ask bigger questions about literature, such as the nature of literary texts, their interpretation, adaptation, and reception, and assert their opinions about the visual (or other) experience they absorbed. At the completion of this course, students should be able to peruse ancient (translated) texts in an informed, sensitive manner while making reflective, critical and analytical observations on them. Finally, this course will prepare students for the rest of their study insofar as reading, writing, and formulating ideas at the academic level are concerned.

COURSE ASSESSMENT MODES:

Weekly reading and writing assignments	20%
Attendance	5%
Presentation	5%
Midterm Examination	20%
Final Examination	50%

COURSE TITLE: Literature II- Introduction to Literary Study (Text, Context, Intertext)

COURSE LEADER: Andrew W. Hay

COURSE CREDITS: 3 credits (3 hours per week of in-class instruction)

COURSE LENGTH: 15 Weeks

COURSE DESCRIPTION:

The French critic Roland Barthes once remarked that “Any text is constructed as a mosaic of quotations; any text is the absorption and transformation of another”. A bold statement to be sure! One fairly rapid way of illuminating this pronouncement is the consideration of popular film. You might have noticed ‘absorption’ in your viewing life: Woody Allen’s recent film *Blue Jasmine* absorbs and transforms a Tennessee Williams play. The film *Clueless* adapts and modernizes a Jane Austen plot. The recent Scott McGehee film *What Maisie Knew* is an update of a Henry James novella published in 1897. Perhaps you have watched Shakespeare’s plays ‘modernised’ on theatre stages or film screens? Consider Indian culture: the great epic *The Mahabharata* has been an opera, cartoon and ballet. And yet while literature might seem infinitely protean and adaptable, texts also originate from a specific time, even if that time is quite different from the temporal moment represented in the work (think on Shakespeare’s ‘Roman’ plays). This might prompt an obvious question which this course will ramify and refine; namely, can everything be absorbed? Does the temporal direction of ‘absorption’ mean that we must read forever forwards? What about our ability to read the past? Can the past read us? Is there good absorption and bad absorption? Is Barthes’s ‘mosaic’ the best descriptor for literary form? What are the limits of the relatability of literary texts? What do we mean when we refer to ‘the text’ and textuality? This fifteen week course introduces various literary texts (drama, poetry, prose) from different epochs alongside critical approaches (text, context, intertext) for their academic study. The course offers an introduction to the study of literature at the University level while also bringing in transferable skills of both an academic and practical nature. In collating texts from different periods, you will be introduced to the variegated nature of literary language and literary forms. In the light of the interdisciplinary focus of JSLH, the course will use a particular interrogative ‘lens’ to instigate your engagement with the academic study of literature as text, context and intertext: what *is* the *literary*? In tackling this question we will address:

What does it mean to write in a literary/generic form?

What is a text?

How does literature inflect or represent the historical circumstances of its production?

How does literary form condition the reading engagement?

What might this have to say about identities, localities, politics and temporalities when we compare a contemporary text with a seventeenth-century text?

How might the reader evaluate literary forms in contrast to other forms – and what are the conditions for such comparison?

Is literary form something fixed or mobile?

What is effective in a given literary work?

What varieties of register, figurative technique, allusion and intertext comprise the text and connect the text to other texts?

By unpacking a historically versatile notion of the literary through the parameters of text, context and intertext (a special critical term to be extrapolated and interrogated in the class), we will test the expressive/interpretative possibilities of reading, writing and oral presentation. The course will thus entail written and presentational components designed to introduce students to subject-specific skills alongside trans-disciplinary skills.

SESSIONAL BREAKDOWN:

INTRODUCTORY SESSION: Reading the author, Writing, Thinking and Producing (Essays, Presentations, Exams and Modes for Developing Technique)

POETRY: Sonnets – [1 Session] Petrarchianism, Shakespeare [from *Sonnets*], Sidney [from *Astrophel and Stella*], Donne from *Holy Sonnets*], Sonnets from Spenser, Raleigh, Marlowe, Wordsworth, Browning, Day-Lewis

Background Reading: From Philip Hobsbaum *Metre, Rhyme and Verse Form*

Elegy – [1 Session] John Milton's *Lycidas*

Background Reading: from Christopher Ricks' *Milton's Grand Style*, John Carey's *Milton*, Thomas Gray's 'Elegy Written in a Country Churchyard'

Comedic Satire - [1 Session] Jonathan Swift's *The Lady's Dressing Room*

Background Reading: from Claude Rawson, *The Essential Writings of Jonathan Swift*

Identity and Locality – [2 Sessions] Wordsworth ‘Tintern Abbey’

Background Reading: from Jonathan Wordsworth’s *The Borders of Vision*

Formal Innovations – [2 Sessions] Gerard Manley Hopkins ‘Terrible Sonnets’

Background Reading: from Robert Rowland Smith *On Modern Poetry*, from Alice Jenkins *The Poems of Gerard Manley Hopkins*

Poetic Impersonality [1 Session] T. S. Eliot’s ‘The Love Song of J. Alfred Prufrock’

Background Reading: Ronald Bush *T. S. Eliot, Life, Mind, Art*, Maud Ellmann, *The Poetry of Impersonality*

Intertext, Rewriting and Allusion – [1 Session] Geoffrey Hill from *Scenes from Comus*

CONSIDERING THE NOVEL – [1 Session] from Ian Watt’s, *The Rise of the Novel*, M. M. Bakhtin, from *The Dialogic Imagination*

Subversive Identities – [3 Sessions]: Angela Carter’s *The Magic Toyshop*

Background Reading: Lorna Sage, *Women in the House of Fiction*, Hermione Lee, *Flesh and Mirror*

Fragmented Identities – [3 Sessions] Fyodor Dostoyevsky’s *Notes from the Underground*

Background Reading: Joseph Frank, *The Miracle Years*, Andre Gide from *Dostoevsky*

Life, Death and Plotting – [3 Sessions] Muriel Spark *The Driver’s Seat*

Background Reading: from *The Edinburgh Companion to Muriel Spark*, Frank Kermode ‘The Fictions of Muriel Spark’, Adam Thirlwell ‘On Muriel Spark’

READING THE STAGE [1 Session] Extracts and Concepts from Edward Brain, *The Director and the Stage*

Life, Air and the Metatheatrical – [3 Sessions] William Shakespeare, *The Tempest*

Background Reading: A. D. Nuttall, *A New Mimesis*, Robert A. D. Grant, 'Providence, Mortal Life', Anne Barton, *Shakespeare and the Idea of the Play*

'Real' Theatre: Estrangement and Transformation – [3 Sessions]: Bertolt Brecht *Mother Courage and Her Children*

Background Reading: John Willett, *Brecht on Theatre*, Bertolt Brecht, 'A Short Organum for the Theatre', Fredric Jameson, *Brecht*

The Action of Inertia and The Language of Silence – [3 Sessions] Samuel Beckett *Happy Days*

Background Reading: from Christopher Ricks, *Beckett's Dying Words*, Anna McMullan, *Performing Embodiment in Beckett's Drama*

PRIMARY, SECONDARY AND SUGGESTED READINGS:

Primary:

Poetry to be disseminated by the instructor

Angela Carter, *The Magic Toyshop*

Fyodor Dostoyevsky, *Notes from the Underground*

Muriel Spark, *The Driver's Seat*

William Shakespeare, *The Tempest*

Bertolt Brecht, *Mother Courage and Her Children*

Samuel Beckett, *Happy Days*

Suggested Secondary Readings:

Roland Barthes, *Image, Music, Text*

Philip Hobsbaum, *Metre, Rhyme and Verse Form*
Philip Hobsbaum, *The Essentials of Literary Criticism*
Rhian Williams, *The Poetry Toolkit*
M. H. Abrams, *A Glossary of Literary Terms*
Christopher Ricks, *Milton's Grand Style*
John Carey, *Milton*
Claude Rawson, *The Essential Writings of Jonathan Swift*
Jonathan Wordsworth, *The Borders of Vision*
Robert Rowland Smith, *On Modern Poetry*
Alice Jenkins, *The Poems of Gerard Manley Hopkins*
Ronald Bush, *T. S. Eliot: Life, Mind, Art*
Maud Ellmann, *The Poetry of Impersonality*
Ian Watt, *The Rise of the Novel*
M. M. Bakhtin, *The Dialogic Imagination*
Lorna Sage, *Women in the House of Fiction*
Hermione Lee, *Flesh and Mirror*
Joseph Frank, *The Miracle Years*
Andre Gide, *Dostoevsky*
Willy Maley, *The Edinburgh Companion to Muriel Spark*
Edward Brain, *The Director and the Stage*
A D. Nuttall, *A New Mimesis*
Anne Barton, *Shakespeare and the Idea of the Play*

John Willett, *Brecht on Theatre*

Bertolt Brecht, 'A Short Organum for the Theatre'

Fredric Jameson, *Brecht*

Christopher Ricks, *Beckett's Dying Words*

Anna McMullan, *Performing Embodiment in Beckett's Drama*

Graham Allen, *Intertextuality*

LEARNING AIMS AND OBJECTIVES:

The pedagogical aims of the course are focused on the inculcation of skills for sensitive, analytic critical reading and writing. These skills constitute the foundations for further historical, theoretical and analytical techniques developed throughout the literature curricular component.

Course Specific: Knowledge of literary language and form, style, history and the evaluative rubrics for adducing text-specific and propositional claims.

Transferable Skills: Clarity and precision of expression, referencing, secondary research, referencing and structuring for communication.

COURSE ASSESSMENT MODES:

Weekly reading and writing assignments	25%
Presentation	5
Midterm Examination	20%
Final Examination	50%

COURSE TITLE:	Literature-III: Transnational Epic – Two Literatures
COURSE LEADER:	Andrew Hay and Naama Shalom
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction)
COURSE LENGTH:	15 Weeks

COURSE DESCRIPTION:

The great critic C. S. Lewis, considering an English epic, asserts that ‘Every poem can be considered in two ways – as what the poet has to say, and as a thing which he makes. From one point of view it is an expression of opinions and emotions; from the other, it is an organization of words which exists to produce a particular kind of patterned experience in the readers’. Yet discerning ‘patterned experience’ in texts whose authors are at best obscure, textual sources scattered and whose culture/language is ancient and remote can be challenging for the explication of intention and culture. This course will meet that challenge head on in the comparative exploration of the *Mahabharata* and Homer’s *The Odyssey*. We will explore the formal, thematic and generic topologies of the texts in order to consider the mixture of strangeness and familiarity in their genetic makeup. We will consider their influences, shapes, translatability and defamiliarising effects in order to understand from where these epic texts originate and how this might relate to the contemporaneous.

SESSIONAL BREAKDOWN:

Weeks 1 – 7:	<i>The Odyssey</i>
Weeks 8-14:	<i>The Mahabharata</i>
Week 15:	Concluding Symposium

PRIMARY, SECONDARY AND SUGGESTED READINGS:

Primary:

- Homer, *The Odyssey* translated by Robert Fables (Penguin)

- *The Mahābhārata: An English Version Based on Selected Verses*, Chakravarthi V. Narasimhan (trans.), Columbia University Press, New York, 1998.
- *The Mahābhārata: An Abridged Translation*, John D. Smith (trans.) Penguin Classics, London, 2009

Secondary:

- Jasper Griffin, *Homer* (Cambridge University Press: Cambridge, 2000)
- M. I. Finley, *The World of Odysseus* (New York Review of Books: New York, 2002)
- Suzanne Said, *Homer and the Odyssey* (Oxford: Oxford University Press, 2011)
- Paul Innes, *Epic* (London: Routledge, 2013)
- J. A. B. van Buitenen, trans. "Introduction," *The Mahābhārata* (5 Vols.), the University of Chicago Press, Chicago, 1973, pp. xiii-xxxi
- Christopher Z. Minkowski, "Janamejaya's *Sattra* and Ritual Structure," *Journal of the American Oriental Society*, Vol. 109, No. 3 (Jul. - Sep., 1989): 401-420
- A. K. Ramanujan, "Repetition in the *Mahābhārata*," *The Collected Essays of A. K. Ramanujan*, Oxford University Press, New York, 1999, pp. 161-183
- David Shulman, "Toward a Historical Poetics of the Sanskrit Epics," *The Wisdom of Poets*, Oxford University Press, 2001, pp. 21-39

LEARNING AIMS AND OBJECTIVES:

The student should be able to demonstrate:

- Familiarity with historical contexts of ancient Greece and India
- Ability to analyze aesthetic conventions of epic
- Ability to identify issues in translation between languages
- Ability to define and contrast genre variation

- Comparative ability in evaluation and textual analysis
- Precision/fluency in the oral analysis of texts

COURSE ASSESSMENT MODES:

Weekly reading and writing assignments	25%
Presentation	5%
Midterm Examination	20%
Final Examination	50%

COURSE TITLE:

Communication Skills- I

COURSE LEADER:

Rahul Jayaram

COURSE CREDITS:

3 credits (3 hours per week of in-class instruction)

COURSE LENGTH:

15 weeks

COURSE DESCRIPTION:

This course will train and equip students with the requisite skills to become forceful communicators across a variety of expressive forums. Students learn to become better writers, speakers and presenters. To this end, the course will encourage students' independence of expression, breadth of perspective and latitude of thought in order to become better communicators.

An embedded aim of this course will be to draw upon the forms and techniques of communication deployed in the mass media. Students will imbibe lessons from print journalism to develop skills of crisp sentence and paragraph construction, clarity of writing and economy of expression. In terms of verbal communication, they will watch and learn through a variety of media on how to speak, read and present in a public forum. An end-of-the-term assignment will assess their command over any of their chosen media modes of expression.

SESSIONAL BREAKDOWN:

Each week students will present the work they have done. Along with writing, they will also be reading and critiquing other students' work. They will speak for ten or fifteen minutes on a topic of class interest.

Week 1: Who am I? Who are you?

Reading assignment: Students will enter the classroom having read certain parts of *How to Write a Sentence and How to Read One* by a famous American writing coach called Stanley Fish and give us some talking points.

Writing Assignment: 'Introduce yourself/Tell us about you'. Students will write an 800- to 1000-word essay about who they are, what they believe in, and what their dreams are and what they want to do with their lives and why. It might be like a statement-of-purpose and will test how much students know about themselves and how well they can communicate their thoughts in clear, crisp prose. They will

also speak about themselves for 10 or 15 minutes, and will engage in a conversation with others about what they want to do and why.

Week 2: Reporting

Assignment: Students will read a couple of narrative pieces of reporting from Hemingway's journalism (*By-Line*) and assess its strengths and weaknesses. They will then cover an event like a football or cricket match or a college festival. They will produce either a feature or a report on what they have seen, heard and experienced. They will use their imagination and linguistic powers to make the piece compelling. Here they will be introduced to ideas like the 'lede' (the introductory paragraph) of an article and the overall structure of a piece of writing. Students will read one another's assignments and read out their pieces aloud, to get a sense of syntax and grammatical accuracy.

Week 3: Journalism of Ideas

Reading assignment: Students will have read one long journalistic article, like 'Frank Sinatra Has a Cold' or Truman Capote's famous article on Marlon Brando or V. S. Naipaul's Nobel Prize acceptance speech, and unpack its structure. How does a long, complex and compelling piece of writing flow from sentence to sentence and paragraph to paragraph? What do the words do? How does the writing segue from one theme to another? Often, what lies beneath a complex and compelling narrative, is the strength and dynamism of the **ideas** contained in it. In class, students will discuss the way ideas emerge from a piece of writing and often transform it. They will learn to identify a key passage or moment in a refined piece of writing.

Assignment: Students will produce a review or critique of a social phenomenon from an angle that has **not** been explored so far. For instance, at the current moment, many liberal Indians are offended over the banning of a book on Hinduism. An unexplored aspect about it is if it really even matters to most Hindus. Instructors will pose a question like this, and get students to respond in the form an essay that can include talking to some experts.

Week 4: What an Interview!

Reading/Viewing Assignment: Students will watch some famous television interviews, like the ones Charlie Rose, Jeremy Paxman, Christiane Amanpour or Tim Sebastian have done and find out what makes a good interview. (The instructor will go through old issues of *TIME* and home in on its 'Ten Questions' section to describe the art and craft of framing interesting questions.) Students will learn to

appreciate the practice of ‘warming up’ with an interviewee, conduct relevant research about a topic, and how to frame clear and sometimes provocative questions.

Assignment: The exercise can vary. But one idea is to put students into a hypothetical situation – say, they are meeting a senior minister in the government who attends a conference on campus and s/he grants an interview – what kind of questions will they pose to him or her? How will they frame those questions and how will they continue with a conversation? Say, they get the chance to meet an Indian icon like Sachin Tendulkar, what will be the ten questions they will ask him and why?

Week 5: Public Speaking and Some Acting

Listening/Viewing Assignment: Students will watch famous personalities and actors at the peak of their performing powers and imitate what they do. For instance, one class may watch the famous ‘I coulda had class’ scene from *On the Waterfront* or *Raging Bull*, and do an imitation of Brando or De Niro to the best they can. An imaginative way of becoming a good public speaker may be through acting lessons. Students will note how good actors vary their gestures and voice to become effective communicators. They will also see some American Film Institute interviews of actors like Kevin Spacey and Morgan Freeman, which are also very instructive in how these personalities became who they are today. Students will listen to speeches by Barack Obama or Bill Clinton and identify the qualities that make them good speakers.

Assignments: Enactment of a famous dialogue from a movie. Speaking impromptu for 15 minutes on a topic – making it engaging, informative and if possible, funny. Preparing a 20-minute speech on a topic and addressing it to the class.

Week 6: The Power of Humor

Listening/Viewing Assignment: Students will watch some of the wittiest and funniest films made or stories written to discover the power of humor. They will also learn to discriminate forms of humor – dry, wry, irony, witty, sarcasm, standup, burlesque etc. They may even watch a truly funny episode of a show like *Friends* or *The Simpsons*, to analyze what happens in it.

Assignment: Piece of writing with some marked form of humor. Like the goings-on in a fish market. Or dialog writing in a given human situation.

Week 7: Learning to Listen, Learning to See

Listening/Viewing Assignment: Students will go to any public space like a railway station or a busy public square and write about their experiences of being there – utilizing all five senses. Assignment like this have had very interesting results at media schools like the Columbia Journalism School where ethnographers have taught budding reporters on using anthropological and sociological techniques in journalistic reporting. For instance, in one assignment, a student went to a Chase Bank automated teller machine outside a busy subway station in New York and spent four hours just watching what happens there. She came back and wrote an account on what kinds of people entered the ATM; what they wore; what they spoke over the phone; at what times the ATM was crowded and when it was free; the ethnic backgrounds of the people etc. An embedded intention of the assignment was to identify the **unspoken and unaddressed codes of communication** and social behavior transpiring at such a site. Students will read American anthropologist Clifford Geertz's famous account of a cockfight in Bali which identifies the untold and unarticulated codes of interaction in a given context.

Week 8 & 9: Audio/Video Skills/Workshops

Reading/Speaking Assignment: Students will learn how to present/talk in front of a camera for a length of time. They will get tips from video/radio communications professionals and voice coaches for making short video films and radio pieces. They will read a poem like Dylan Thomas' 'A Refusal To Mourn' aloud in order to identify its tone, its rhythm and syntaxes, which will be very useful in enhancing their English diction and speech delivery.

Week 10 & 11: Presentation Workshops

Learning Assignment: Students will get acclimatized with the professional communication tools of the corporate world. What are good PowerPoint presentations? How do we use video, audio, photographic and graphic elements to impress potential clients? Indeed, how are they used in effective ways and what can we absorb from them? In class, students will examine some attractive presentations. They will return a week later with a presentation using the tools they have seen on a given topic.

Week 12-13-14-15: Wrap-up Assignment

Learning Assignment: This will be a significant piece of work that will be a summation of all/some of the communication skills students have gained so far. Students will produce a 3000-word essay on a topic of their choice or enact a one-act play of 30 minutes or a

craft out an audio piece of journalistic narration or even come up with an elaborate marketing pitch for a product.

The intention of the course-ending assignment will be to assess how clearly, effectively and persuasively the student is able to communicate his/her ideas.

PRIMARY, SECONDARY AND SUGGESTED READINGS:

Stanley Fish, *How To Write a Sentence, And How to Read One*

George Orwell, *Why I Write and Other Essays*

Ernest Hemingway, *By-Line*

Clifford Geertz, 'Cockfight in Bali', *The Interpretation of Cultures*

James Lipton, Interviews from Inside the Actors Studio

Videos and clips from *On the Waterfront*, *Raging Bull*, *Becket*

Speeches by Barack Obama, Bill Clinton

Television interviews by Tim Sebastian, Jeremy Paxman, Karan Thapar, Charlie Rose

LEARNING AIMS AND OBJECTIVES:

Students in this course will learn the nuts and bolts of powerful communication. They will learn about communication tools across a range of media to become engaging speakers, riveting narrators and compelling campaign creators and achieve a comfort level across a range of platforms. **This is a hands-on course. The learning is in the doing.**

COURSE ASSESSMENT MODES:

Weekly written assignments	20%
Class participation	5%
Presentations	25%
Long-form Written/Visual/Audio Test	50%

COURSE TITLE:	Language I- Language Acquisition Skills (Mandarin and Spanish)
COURSE LEADER:	Naama Shalom (coordinator) Mandarin and Spanish Language Instructors
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction, outside class practice assignments)
COURSE LENGTH:	15 weeks

COURSE DESCRIPTION:

This course introduces students to the Mandarin and Spanish languages at the university level. The course will instruct the grammar of these languages at the beginners' level, from the alphabet, through other components of language learning such as developing vocabulary, verb and adjectival formations, tense modes, sentence construction etc. By the end of this course students will have gained basic skills of reading, writing and conversing in Spanish and Mandarin. Since every language is necessarily a door to a vast cultural world, the course will use other didactic sources such as audio, video, and other literary expressions that may assist students to practice the use of Spanish and Mandarin in a cultural context.

Besides the core language instruction, the course will help students to explore the question as to what it is to study a new language. Since studying a language often requires one to develop a "beginner's mind" similar to the one naturally obtained by infants as they learn to emulate the world around them and eventually produce words, we shall explore what are the mental modes that facilitate the acquisition of new languages, and discuss the sense of discovery and oftentimes frustration accompanying this process.

As a way of introduction and in order to contextualize Mandarin and Spanish, the course will provide a terse, rudimentary survey of the taxonomy of world languages, their linguistic family roots and general development. We shall also map the simple syntax of sentence construction for the purpose of assisting students to understand general formations of grammatical rules (i.e. subject, predicate, verb, direct/indirect objects, pronouns, adjectives, pre/post-positions etc.)

SESSIONAL BREAKDOWN:

The course will meet twice a week for instructor-led lab-based learning sessions. Attendance is mandatory at all lab sessions. Students will access and be instructed in the use of the on-campus language lab. Students will proceed with engaging in language learning at their

own pace. Students will be expected to commit learning time to the language labs as a part of their personal time management program. What we now know about language acquisition is that to learn, one must practice. All students, regardless of their knowledge of the languages studied (Spanish and Mandarin), will be given lab assignments appropriate to their respective skill levels. The course will be developed around three major sets of learning activities:

1. The approaches and techniques of language acquisition
2. Language acquisition labs in Spanish and Mandarin
3. Precise on approach and skills learned for each of the languages assayed

PRIMARY, SECONDARY AND SUGGESTED READINGS:

Books

B. F. Skinner, *Verbal Behaviour*

Noam Chomsky, *Reflections on Language*

George Steiner, *After Babel*

David Crystal, *How Language Works*

Patsy M. Lightbown, *How Languages Are Learned*

Asia Pereltsvaig, *Languages of the World: An Introduction*, Cambridge University Press, New York, 2012

Spanish and Mandarin primers (TBA)

Spanish and Mandarin dictionaries (TBA)

Other grammar books (TBA)

Videos

Mark Pagel, "How Language Transformed Humanity", *TED* (20 mins.)

http://www.ted.com/talks/mark_pagel_how_language_transformed_humanity.html

Deb Roy, “The Birth of a Word”, *TED* (20 mins.)

<http://www.youtube.com/watch?v=RE4ce4mexrU>

Benny Lewis, “Hacking Language Learning”, *TED* (15 mins.)

http://www.youtube.com/watch?v=0x2_kWRB8-A

LEARNING AIMS AND OBJECTIVES:

The purpose of this course is to introduce students to both Mandarin and Spanish. By the end of this course students will have gained basic conversational, writing and reading skills in these languages. The course is designed so as to introduce students to these languages in a way that will enable them to further deepen their learning and grasp in either Mandarin or Spanish down their educational path as Majors (at Rollins College or JGU). The course aims also to assist students to familiarize themselves with the process of learning any given language, for it will pay considerable attention to developing skills of understanding basic rules of grammar and the acquisition of language, as well as developing the right mode of mind when studying a new language.

COURSE ASSESSMENT MODES:

Attendance	10%
Introductory practice assignments (language acquisition, general)	10%
Lab progress and mini weekly tests	30%
Final Examination	50%

COURSE TITLE:	Artistic Expressions I- Trans-linguistic Personal Manifestations
COURSE LEADER:	Bennett E. McClellan
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction, plus required field work and/or field trips)
COURSE LENGTH:	15 weeks (four self-contained micro-mesters)

COURSE DESCRIPTION:

The Personal Manifestations course addresses the question of how humans express themselves beyond words. It is the first introductory or survey course to the range of personal trans-linguistic expressive modalities. It is also a core course in the JSLH curriculum, and is a prerequisite for taking further courses in the expressive arts, including craft arts, fine arts, media arts, and performance arts. The pedagogical approach will invoke a series of immersive experiences in each of the four modalities. Students will become sensitized to both the range of possible forms of trans-linguistic expression, as well as each modality's connection to other kinds of human enterprise.

SESSIONAL BREAKDOWN:

This course will be conducted as a set of four, multi-week immersive and experiential modules taking as their subject the idea of personal expression through what has traditionally been considered art forms. Each module will be a self-contained introduction to a different form of human expression. The evidence for expressiveness will be largely drawn from various Indian traditions, which are both multi-faceted and richly contrasting. Each module will contain at least a one-day immersive experience or field trip.

The modules will consist of the following:

Dramatic Arts

The dramatic arts will be approached as a collection of mediated forms of enactment. Students will investigate the conceptual as well as the practical sides of creating dramatic performances and their associated recordation. The tools of filmmaking will be introduced. Web-enabled media will be explored. Live dramatics will be introduced through the experience in workshops where students will work with a professional dramatics ensemble.

Fine Arts

Fine arts will be introduced as modalities of seeing and interpreting the worlds in which humans interact, both physically and imaginatively. Collections of artifacts will be accessed to provide referential foundations for modalities of artistic perception. Students will engage in hands-on practicum in life-seeing, line drawing, color combining, rendering in three-dimensions, and associated skill-based art forms.

Hand Crafts

Hand crafts will be approached both as an art form and practical exigency. The indigenous hand crafts of India will provide the practical context for exploring their range and function. Students will engage in the creation of craft items under the tutelage of master craftsmen. The objective of the course is to understand the vast influence of tactile expression on what we might consider everyday items such as crockery, fabric, clothing, floor covers, eating utensils, and the like.

Musical Forms

The musical forms of India will be introduced as a set of systematic grammars and individualistic representations. Musical forms will be accessed through recorded media, both historical (e.g. CDs and records) and contemporary (e.g. You-Tube). Students will undertake a hands-on exploration of the means for manipulating sound and silence. Musicians and those who interpret music through movement will provide introductory classes and performances.

LEARNING AIMS AND OBJECTIVES:

The learning aims of the Artistic Expressions I course is to introduce students to primary modalities of artistic expression through both observation and experience. At the end of this course, students will be able to:

1. Articulate the essential nature of each art form explored
2. Place it in the context of other art forms within the Expressions course-set

3. Experience both the joy and frustration of attempting to create something of their own using the tools of each of the four modalities
4. Understand the level of skill needed to attain mastery of each modality
5. Have fun learning

COURSE ASSESSMENT MODES:

Each micro-mester will be a self-contained assessment unit, with each unit counting for 20% of the student's total grade. The course Learning Leader in collaboration with each micro-mester master will determine grading within each unit. Credit for each micro-mester will be allocated as follows:

Class Participation: 50%

Unit project: 50%

A summary project may be a written piece, a craft piece, a performance piece, or another work showing the student has understood and engaged in the learning process with the subject modality.

The remaining 20% of the course grade will be assigned by the Learning Leader based on a final summary paper or project submitted by each student in response to their individual interactions with the various art forms.

In summary, course credits will be assigned as follows:

Summary paper or project: 20%

Dramatic Arts module: 20%

Fine Arts module: 20%

Hand Crafts module: 20%

Musical Forms module: 20%

Total 100%

COURSE TITLE:	Artistic Expressions II- Trans-linguistic Cultural Manifestations
COURSE LEADER:	Bennett E. McClellan
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction)
COURSE LENGTH:	15 weeks

COURSE DESCRIPTION:

The Cultural Manifestations course addresses the question of how humans express themselves as societies. It is the second introductory course to the range of trans-linguistic expressive modalities. The emphasis is on expressions in social settings. This is a core course in the JSLH curriculum, and is a prerequisite for taking further courses in the expressive arts, including craft arts, fine arts, media arts, and performance arts. The pedagogical approach will evoke a series of immersive experiences in each of the four modalities. Students will become sensitized to both the range of possible forms of how cultures express themselves in trans-linguistic ways in the communal choices of where people live, how they dress, what they eat, and how they engage in the rituals of childhood, adolescent transitions, marriage, significant life events, and ultimately death.

SESSIONAL BREAKDOWN:

This course will be conducted as a set of four, multi-week immersive and experiential modules, taking as their subject the trans-linguistic forms of expression social groups (i.e. family, village, community, cities, countries, faith communities, etc.) express themselves through. In this course, the student will move from reflecting on art as a personal prerogative to reflecting on personal artistic endeavors as a reflection of communal forms of expressing identity and aspiration.

From Art to Architecture

The art to architecture module teases out the relationship between lines, color pattern, and three-dimensional rendering to personal dwellings, cityscapes and urban design. The expressive meaning of human habits will be explored through accessing collections, readings and visits to locations of architectural significance, both historical and contemporary.

From Agriculture to Culinary Arts

The agriculture to culinary arts module explores the relationship between how a culture procures its food and how the culture prepares that food for consumption. Culinary traditions of India will be explored and sampled, while respecting the religious boundaries of multiple faiths. The culinary arts will be accessed through readings, viewing media (e.g. Sanjeev Kapoor), and hands-on food preparation under the tutelage of regional culinary artists.

From Hand Crafts to Cloth Cultures

The hand crafts to cloth cultures module will explore the relationship fabrics play in the expressive life of society. Sources and uses of cloth will be examined. The means of manipulating the aesthetics of cloth, and of displaying those manipulations, will serve as the primary subject matter. During the module, students will explore the voices of fabric, from ground covers, to privacy curtains, to wall decoration, to body covering, to object skins, to death shrouds.

From Performance Art to Community Rituals

In this module, links will be drawn from the traditions of performance arts to the practice of such arts in everyday rituals and punctuated events. The module will consider the different rituals in which communities engage to assert and reinforce identity, self-ness and other-ness, inclusion and exclusion, past and present.

LEARNING AIMS AND OBJECTIVES:

The learning aims of the Artistic Expressions II course is to extend the student's understanding of art forms into related culture forms. The takeaway will be an appreciation of how personal artistic effort is contextualized, confined and ultimately liberated by the culture in which the individual artist lives and works. At the end of this course, students will be able to:

1. Articulate the relationship between personal art and expressions of culture
2. Identify and appreciate the artistic contributions embedded in the simplest of everyday objects or in the grandest of ceremonies
3. Experience first-hand the expressions of culture surrounding them, including participation in rituals, visits to architectural sites, and tasting of foods

4. Appreciate the role art plays in the assertion and preservation of cultural values, norms, and survival wisdom
5. Have fun learning

COURSE ASSESSMENT MODES:

Each micro-mester will be a self-contained assessment unit, with each unit accounting for 20% of the student's total grade. The course Learning Leader in collaboration with each micro-mester master will determine grading within each unit. Credit for each micro-mester will be allocated as follows:

Class participation: 50%

Unit project: 50%

A summary project may be a written piece, a craft piece, a performance piece, or another work showing the student has understood and engaged in the learning process with the subject modality.

The remaining 20% of the course grade will be assigned by the Learning Leader based on a final summary paper or project submitted by each student in response to their individual interactions with the various art forms.

In summary, course credits will be assigned as follows:

Summary paper or project: 20%

COURSE TITLE:	Interdisciplinary I- Me, Myself & Them
COURSE LEADER:	Kathleen Modrowski/Bennett McClellan
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction)
COURSE LENGTH:	15 weeks

COURSE DESCRIPTION:

The Interdisciplinary course series is designed to bring students into the arenas of cross-discipline synthesis, options generation, practical applications, and global citizenship through the modes of self-reflection and the practices of dialogue. In addition, another aim of this first-in-the-series course is to help the new students to acclimatize to the rigors and restraints of the college environment. This course will serve the function of the “student success” courses offered by other liberal arts colleges.

SESSIONAL BREAKDOWN:

This course will be divided into various modules, each of which will be designed to help students progress into fully-functioning collegiate citizens. Key modules are as follows:

1. Reflections on transitions
2. Self-reflection and the uses of introspection
3. The ways of communicating with others
4. The representation of self in discourse
5. Respect for self and respect for others
6. Listening
7. Appreciative inquiry

PRIMARY, SECONDARY AND SUGGESTED READINGS:

Coperrider, David L. and Diana Whitney (2005). *Appreciative Inquiry: A Positive Revolution in Change*. San Francisco: Berrett-Koehler Publishers

Zimmerman, Jack and Virginia Coyle (1996). *The Way of Council*. The Ojai Foundation

Other readings as assigned

LEARNING AIMS AND OBJECTIVES:

The learning objective of this first Interdisciplinary course is to fully socialize students in the environment of the academy. They will come to understand their own learning styles, limitations, challenges and objectives. Students will also learn the modes of appreciative inquiry that will allow them to engage with mutual respect for the beliefs, values, capacities and personalities of others in their immediate environment and in the larger world. Students will be encouraged to vet their fears and frustrations, as well as their hopes and aspirations.

The main mode of engagement will be through discourse and discussion. The principles of self-awareness, self-direction, personal responsibility, respect for others, citizenship, empathy, and other such essential life-skills will be explored and practiced through active participation.

COURSE ASSESSMENT MODES:

The assessment for this course will be based on the degree to which students actively participate in the process of self-assessment, the practice of empathy for others and their ideas, and their demonstration of citizenship in the learning environment.

Session Participation: 50%

Self-reflective final examination 50%

(written & presented paper):

COURSE TITLE:	Interdisciplinary II- The Idea of Ideas
COURSE LEADER:	Rahul Jayaram
COURSE CREDITS:	3 credits (hours per week of in-class instruction)
COURSE LENGTH:	15 Weeks

COURSE DESCRIPTION:

One of the inspirations behind this course is the British Broadcasting Corporation (BBC) television news show *Dateline London*. A BBC journalist anchors this program and the guests are either London correspondents for media houses from different countries of the world or are public intellectuals like Clive James, Christopher Hitchens, Boris Johnson, George Monbiot, Will Self, Slavoj Zizek et al. This show is a roundtable discussion on any matter that is hitting headlines in Britain and it elicits comparative perspectives on British politics through the German, Italian or American guests. Conversely, the host brings up a topical matter obtaining in the country of one of the guests, and that is discussed from multiple angles.

At one go then, viewers get a British as well as an international viewpoint on matters relating to Britain, the countries of the guests, and other global affairs. For instance, the show has conducted debates on topics like the football World Cup in Brazil – its impact on Brazil's resources, the humungous (some say ill-advised) public spending on the nation's favorite sport that triggered a furor at a time when Brazil's economy battled high inflation and unemployment – with guests from widely different backgrounds.

Dateline London has had avatars like Tim Sebastian's *Doha Debates* that ran on Al Jazeera some years back. These programs are attractive as they exploit a topical matter as a peg to deliberate over some of the striking ideas that are prevalent in the world at that time. For instance, a discussion on the World Cup automatically – but very coherently and with some astute anchoring – segues into a debate about global economic policy; the fate of a loved sport; fan mania and the functioning of an institution like FIFA.

Dateline London or *Doha Debates* is a paean to the idea of ideas as it takes up a matter and attempts a 360-degree analysis on it. These shows recognize the richness of insights coming from different parts of the world, and inform us about the truly international and mobile nature of ideas – even while making us see that ideas and perspectives are located in certain contexts, cultures and traditions.

security through the Mahatma Gandhi National Rural Employment Guarantee in India can mean a comparative assessment with what happens in the U.S. which had institutionalized social security systems in an earlier era.

Each week, the course instructor will take up a raging local, national or international matter of public affairs in politics, sport, economics, Hollywood/Bollywood, literature – any pertinent topic – and turn it into intellectual fodder. During noncontroversial weeks (highly unlikely) the course instructor will frame a provocative question that compels students to think hard and deep about the issue. For instance, “Why does a work of scholarship on Hinduism by an American academic offend a part of Hindu society? Indeed, are all Hindus offended by it?”

While this course will deal with contemporary themes, it will require students to come in with some amount of preparation over a topic. Reading materials can range from journalistic work to essays and journal articles and monographs. This course will emphasize on thinking about the subjects of the day from unexplored or less-explored points of view.

COURSE ASSESSMENT MODES:

The assessment for this course will be based on student participation, reflection, interaction with others and absorption of old and new ideas. They have to demonstrate aptitude for independent inquiry and a capacity to absorb old and new ideas and come up with distinct lines of intellectual reasoning.

Session Participation:	50%

Self-reflective Final Examination	50%

(written & presented paper):

COURSE TITLE:	Interdisciplinary Seminar III- Train, Teach, Tutor
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction)
COURSE LENGTH:	15 Weeks

COURSE DESCRIPTION:

The professional world is one where training might be better described as retraining. There are few professions that are not developmental, requiring candidates to modify and update existing skills. One of the primary tools for training is demonstration. This seminar will operate around a practical framework where participants in a project will be tasked with minutely logging and reflecting upon how they pick up a skill set, as well as lead others to acquiring new skill sets. Consequently, the role of learning leader and learner will be examined experientially and students will unite active learning, planning and analytical reflection in the course of this project-based execution/reflection.

SESSIONAL BREAKDOWN:

Sessions will revolve around a project that invites students to act and critically evaluate their evolution as learners in training as well as learning leaders.

LEARNING AIMS AND OBJECTIVES:

The student should be able to demonstrate:

- Adaptive learning techniques
- Ability to marry theory with practice and retrospective evaluation
- Skills of instruction and direction
- Skills of implementation and effectuation
- Cooperative and team-learning abilities
- Prioritization of tasks and time management

SESSIONAL BREAKDOWN:

This course aims to get the students to reflect upon contemporary phenomena and some of the biggest questions of the day across the spectrum of politics, science, society, culture, history etc. It will fundamentally be a way of training them to ask the right questions, probe the unexplored angles of an event or problem and equip them to see the world from a less-explored perspective. Some of the intellectual tools they will gain are:

- New angles of perception
- New ways of reflection
- The unexplored perspective
- The framing of discourse
- The construction of perception
- The gap between theory and practice
- What are contexts and why they matter?
- Alternative readings

PRIMARY & SUGGESTED READINGS:

John Berger, *Ways of Seeing*

James Wood, *How Fiction Works*

Noam Chomsky & Edward S. Herman, *Manufacturing Consent: The Political Economy of the Mass Media*

Charles Higham, *Trading With the Enemy – An Expose of the Nazi-American Money Plot: 1933 – 1949*

LEARNING AIMS & OBJECTIVES:

Students of this course will learn to investigate the big and small ideas that influence large events, historic occurrences, social patterns, societal trends. They will become engaged observers of ideas operating in societies other than their own. For instance, a debate on social

COURSE ASSESSMENT MODES:

Team Project and Participation	50%
Learner/Leader logs/mini-essays	25%
Presentation	25%

PERFORMING ARTS:

Studies in art, music, theatre and film will be provided by the instructors under the supervision of Professor Bennett McClellan.

JINDAL SCHOOL OF LIBERAL ARTS & HUMANITIES
Select Elective Courses

COURSE TITLE:	The <i>Mahābhārata</i>- A Never Ending Story?
COURSE LEADER:	Naama Shalom
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction)
COURSE LENGTH:	15 weeks

COURSE DESCRIPTION:

This course discusses the problematic ending of the great Sanskrit epic, the *Mahābhārata*. The *Mahābhārata* concludes with an echoing paradox that concerns the concept of *dharma* (a key notion partly translatable as ‘law’, ‘justice’, ‘morality’, ‘duty’, ‘order’, ‘world-order’, etc.). Despite the fact that *dharma* is a pivotal theme not only in the *Mahābhārata* but in the entire Indian tradition, and even though the epic is obsessively preoccupied with it throughout its narrative, the *Mahābhārata* concludes with a harsh denunciation of *dharma*.

This course examines the problematic conclusion of the *Mahābhārata* and re-assesses its function and relevance to the entire plot. Several fundamental questions concerning the *Mahābhārata*’s unique narrative and storytelling thus guide the construction of the course: How does a text, so long (the longest among epic texts) and intricately complex, as the *Mahābhārata*, find a finishing point? Could it truly reach a conclusion or is that beyond the bounds of the genre? Finally, since it does somehow end, for indeed on the most literal sense it eventually does, what significance does this problematic ending which radically undermines the very concept of *dharma* have, when weighed against the narrative’s hefty body? In fact, the *Mahābhārata* does not even begin in a single opening point, but three. In other words, if ever standard rules had been set about how a story should be delivered (most commonly, the typical construction of beginning, middle and end), this particular story transgresses these principles in numerous ways. As a consequence, the *Mahābhārata*’s ending, the *Svargārohaṇa parvan* (‘The Book of the Ascent to Heaven’), has aroused profound ambivalence in the literature commenting on the epic. The course will characterize the nature of the suppression of the ending by exploring several trajectories: the problematic issues of the *Svargārohaṇa* and the ending’s relation to the rest of the narrative; the reception of the ending in the later tradition in Sanskrit literature; and the study of the *Svargārohaṇa* in epic scholarship.

SESSIONAL BREAKDOWN:

Sessions 1-4

- Introduction to the course; tuning into the story: outline of the *Mahābhārata*’s frame-story with emphasis on its closing scenes.

- Reading: Chakravarthi V. Narasimhan, *The Mahābhārata: An English Version Based on Selected verses*, Columbia University Press, New York, 1998, the entire book
- Gurucharan Das, *The Difficulty of Being Good*, Penguin, pp. xvi-xxx
- Selected scenes from Peter Brook's television production, *The Mahabharata*

Sessions 5-6

- Problematic aspects of the *Mahābhārata*'s narrative and aesthetic properties
- Reading: J. A. B. van Buitenen, trans. "Introduction," *The Mahābhārata* (5 Vols.), the University of Chicago Press, Chicago, 1973, pp. xiii-xxxi
- Christopher Z. Minkowski, "Janamejaya's *Sattrā* and Ritual Structure," *Journal of the American Oriental Society*, Vol. 109, No. 3 (Jul. - Sep., 1989): 401-420
- A. K. Ramanujan, "Repetition in the *Mahābhārata*," *The Collected Essays of A. K. Ramanujan*, Oxford University Press, New York, 1999, pp. 161-183
- David Shulman, "Toward a Historical Poetics of the Sanskrit Epics," *The Wisdom of Poets*, Oxford University Press, 2001, pp. 21-39

Sessions 6-7

- The epic protagonist, Yudhiṣṭhira Dharma-rāja (the 'Righteous-king'), and the concept of *dharma* ('Law', 'Justice') in the *Mahābhārata*
- Reading: James L. Fitzgerald, "*Dharma* and its Translation in the *Mahābhārata*," *Journal of Indian Philosophy* 32: 671-685, 2004
- John D. Smith, "Introduction," *The Mahābhārata: An Abridged Translation*, Penguin Classics, London, 2009, pp.

Sessions 8-9

'Justice versus Justice': the paradox of the *Mahābhārata*'s ending

- Reading: Lath, M., “The Concept of *Ānṛśaṃsya* in the *Mahābhārata*,” *The Mahābhārata Revisited*, ed. R. N. Dandekar, Sahitya Akademi, New Delhi, 1990
- Extracts of translated *Svargārohaṇa* passages will be provided to students

Sessions 10-11

- Ethical explorations in the *Mahābhārata* of ‘the right thing to do’ (*dharma*)
- Reading: Wilhelm Halbfass, “*Dharma* in the Self-Understanding of Traditional Hinduism,” *India and Europe*, SUNY, Albany, 1981.
- Extracts of various translated *Mahābhārata* passages will be provided to students

Sessions 12-13

- ‘The real *Mahābhārata*’ Debate: models of the epic’s growth and the history of the ending’s composition
- Reading: John Brockington, *The Sanskrit Epics*, Brill, Leiden, 1988, pp. 41-63; 130-158
- James L. Fitzgerald, “Mahābhārata,” in the *Brill Encyclopedia of Hinduism*, vol. 2, eds. K. Jacobsen et al., 2010 (Leiden: E. J. Brill), pp. 72-94
- E. W. Hopkins, *The Great Epic of India*, Yale University Press, Cambridge, U.S.A, 1901, pp. 363-402
- Maurice Winternitz, *A History of Indian Literature*, Vol. 1, trans. S. Ketkar, Oriental Books, New Delhi, 1977 (first published: 1927), pp. 316-327; 454-475
- James L. Fitzgerald, “The Many Voices of the *Mahābhārata*,” *Journal of the American Oriental Society*, Vol. 123, No. 4 (Oct-Dec., 2003): 803-818

Sessions 14-15

- Scholarly Misrepresentations of the *Svargārohaṇa*
- Reading: Extracts of various scholarly accounts of the *Svargārohaṇa* will be provided to students

Sessions 16-17

- Re-ending the *Mahābhārata*: Significant Absence and Careful Omissions in Sanskrit Adaptations of the *Svargārohaṇa*
- Reading: John Brockington, *The Sanskrit Epics*, Brill, Leiden, 1988, pp. 484-491
- Extracts of various translated *Svargārohaṇa* adaptations will be provided to students

Sessions 18-19:

- The Inconceivable Denial of Justice (*Dharma*): the Case of the *Bhārata-prabandha*, a Hitherto Unknown Retelling of the *Mahābhārata*
- Reading: Extracts of translated passages of the *Bhārata-prabandha* will be provided to students

Sessions 20-21

- Recognition and Suppression of the *Svargārohaṇa*: the Ambivalent Stance of Sanskrit Theoreticians toward the *Mahābhārata*
- Reading: Edwin Gerow, "Abhinavagupta's Aesthetics as a Speculative Paradigm", *Journal of the American Oriental Society*, Vol. 114, No. 2 (Apr. – Jun., 1994): 186-208
- J. M. Masson and M. V. Patwardhan, *Śāntarasa and Abhinavagupta's Philosophy of Aesthetics*, Bhandarkar Oriental Research Institute, 1969, Poona, pp. 1-15
- Lawrence J. McCrea, *The Teleology of Poetics in Medieval Kashmir*, Harvard University Press, 2008, Chapter 7 ("Kuntaka's *Vākroktijīvitā*")
- Gary Tubb, "Śāntarasa in the *Mahābhārata*," *Essays on the Mahābhārata*, ed. A. Sharma, Motilal Banarsidas, Delhi, 2007, pp. 171-203.

Sessions 22-23

- Mirroring narratives and textures of continuity in the *Mahābhārata*.
- Reading: Extracts of selected *Mahābhārata* passages will be provided to students (among which, the Yākṣa praśna episode, Vana

parvan, the Mongoose Unit, Āśvamedhika parvan and others)

- Tamar Reich, T. C., “Sacrificial Violence and Textual Battles: Inner Textual Interpretation in the Sanskrit *Mahābhārata*,” *History of Religion*, Vol. 41, No. 2. (Nov., 2001): 142-169
- David Shulman, D. D., “The Yakṣa’s Questions,” *The Wisdom of Poets: Studies in Tamil, Telugu and Sanskrit*, Oxford University Press, 2001, pp. 40-62

Sessions 24-25

- Questions of closures, narrative-wholeness and an ending’s integrality to a story
- Reading: Tamar Reich, “Ends and Closures in the *Mahābhārata*,” *International Journal of Hindu Studies* 15, 1: 9-53, Springer, 2011
- Herman Ticken, “Kill and be Killed: The *Bhagavadgītā* and *Anugītā* in the *Mahābhārata*,” *Journal of Hindu Studies* 2009; 2: 209-228
- Luis Gonzales-Reimann, “Ending the *Mahābhārata*: Making a Lasting Impression”, *International Journal of Hindu Studies*, Springer, 15, 1:101-110.

Sessions 26-27

- The violation of *dharma* in the *Mahābhārata*’s stories of curse
- Reading: Extracts of the epic’s selected stories of curse passages will be provided to students

Sessions 28-29

- *Mahābhārata* Cycles of Disrupted Sacrifice and Subverted World-order.
- Reading: Christopher Z. Minkowski, “The Interrupted Sacrifice and the Sanskrit Epics,” *Journal of Indian Philosophy*, 29: 169-186, 2001.

Session 30

- Conclusion

PRIMARY, SECONDARY AND SUGGESTED READINGS:

- John Brockington, *The Sanskrit Epics*, Brill, Leiden, 1988
- Gurucharan Das, *The Difficulty of Being Good*, Penguin
- James L. Fitzgerald, “Dharma and its Translation in the *Mahābhārata*,” *Journal of Indian Philosophy* 32: 671-685, 2004
- James L. Fitzgerald, “Mahābhārata,” in the *Brill Encyclopedia of Hinduism*, vol. 2, eds. K. Jacobsen et al., 2010 (Leiden: E. J. Brill), pp. 72-94
- Edwin Gerow, “Abhinavagupta’s Aesthetics as a Speculative Paradigm”, *Journal of the American Oriental Society*, Vol. 114, No. 2 (Apr. – Jun., 1994): 186-208
- E. W. Hopkins, *The Great Epic of India*, Yale University Press, Cambridge, U.S.A, 1901
- J. M. Masson and M. V. Patwardhan, *Śāntarasa and Abhinavagupta’s Philosophy of Aesthetics*, Bhandarkar Oriental Research Institute, 1969, Poona
- Lawrence J. McCrea, *The Teleology of Poetics in Medieval Kashmir*, Harvard University Press, 2008
- Christopher Z. Minkowski, “Janamejaya’s *Sattrā* and Ritual Structure,” *Journal of the American Oriental Society*, Vol. 109, No. 3 (Jul. - Sep., 1989): 401-420
- Christopher Z. Minkowski, “The Interrupted Sacrifice and the Sanskrit Epics,” *Journal of Indian Philosophy*, 29: 169-186, 2001
- Chakravarthi V. Narasimhan, *The Mahābhārata: An English Version Based on Selected verses*, Columbia University Press, New York, 1998
- A. K. Ramanujan, “Repetition in the *Mahābhārata*,” *The Collected Essays of A. K. Ramanujan*, Oxford University Press, New York, 1999, pp. 161-183
- Tamar Reich, “Sacrificial Violence and Textual Battles: Inner Textual Interpretation in the Sanskrit *Mahābhārata*,” *History of Religion*, Vol. 41, No. 2. (Nov., 2001): 142-169.
- Tamar Reich, “Ends and Closures in the *Mahābhārata*,” *International Journal of Hindu Studies* 15, 1: 9-53, Springer, 2011.
- Luis Gonzales-Reimann, “Ending the *Mahābhārata*: Making a Lasting Impression”, *International Journal of Hindu Studies*, Springer, 15, 1:101-110

- David Shulman, "Toward a Historical Poetics of the Sanskrit Epics," *The Wisdom of Poets*, Oxford University Press, 2001, pp. 21-39.
- David Shulman, D. D., "The Yakṣa's Questions," *The Wisdom of Poets: Studies in Tamil, Telugu and Sanskrit*, Oxford University Press, 2001, pp. 40-62
- John D. Smith, *The Mahābhārata: An Abridged Translation*, Penguin Classics, London, 2009
- V. S. Sukthankar, "Prolegomena", *The Mahābhārata for the First Time Critically Edited*, Vol. 1, Bhandarkar Oriental Research Institute, Poona, 1933, pp. i-cx
- Herman Tiekens, "Kill and be Killed: The *Bhagavadgītā* and *Anugītā* in the *Mahābhārata*," *Journal of Hindu Studies* 2009; 2: 209-228
- Gary Tubb, "*Śāntarasa* in the *Mahābhārata*," *Essays on the Mahābhārata*, ed. A. Sharma, Motilal Banarsidas, Delhi, 2007, pp. 171-203
- Maurice Winternitz, *A History of Indian Literature*, Vol. 1, trans. S. Ketkar, Oriental Books, New Delhi, 1977 (first published: 1927)
- J. A. B. van Buitenen, trans. *The Mahābhārata* (5 Vols.), the University of Chicago Press, Chicago, 1973

LEARNING AIMS AND OBJECTIVES:

The purpose of this course is to provide students with extensive knowledge about one of the world's important and compelling epics, its contents, construction, history, development, and main themes and ideas. Students of the course will further gain a broad understanding of the epic's reception through the millennia, beginning with traditional views in classical India down to contemporary reflections in scholarly literature.

COURSE ASSESSMENT MODES:

Weekly reading and writing assignments	25%
Presentation	5%
Midterm Examination	20%
Final Examination	50%

COURSE TITLE:	The Canon- Major Literary Texts
COURSE LEADER:	Andrew W. Hay
COURSE CREDITS:	3 credits (3 hours per week of in- class instruction)
COURSE LENGTH:	15 Weeks

COURSE DESCRIPTION:

The canon is a somewhat complex localization (historical yet contemporaneous, long-lasting yet revisable, present yet intangible, general yet relative) where the most influential texts assume the weight of their influence. Other texts orbit around canonical texts, reacting to them and commenting upon them, whether directly or perhaps obliquely. Thus, for all the denotative power of a 'major' text, it must also be read against the grain of its canonical security to understand what factors make up its apotheosizing/centralizing powers. Furthermore, do these powers depend upon literary margins? This course will facilitate the reading of major landmarks in the history of literature with an eye to explicating the internal dynamics of texts and their formal constitution while also addressing a central question: how do major texts draw upon the particularity of their historical moment and transcend that context? The course will follow a chronological framework in order to asseverate authorship within the architecture of literary history while also considering literary-critical history's production of narratives and counter-narratives. Specific topics for consideration include the State, the actor, the audience, action and the embodiment of consciousness in theatrical and meta-theatrical contexts (*Hamlet*), allegory, allusion, theology, evil and political insurrection (*Paradise Lost*), verse form, mock-heroism, classicism and satire (*The Rape of the Lock*), Italy, celebrity, the travelogue and epic satire (*Don Juan*), emotion, friendship, religious faith and doubt (*In Memoriam*), war, allusion, history, myth and the fragment (*The Waste Land*). Students will also use major texts as a platform from which to explore the genetic makeup of the Renaissance, Augustanism, Romanticism, Victorianism and Modernism.

SESSIONAL BREAKDOWN:

Week One: Introduction to Literature and/in History: Stephen Greenblatt from *Renaissance Self-Fashioning*, Anne Barton, 'Perils of Historicism' and Harold Bloom from *The Western Canon*

Week Two: Three, Four: Shakespeare's *Hamlet*

Week Five, Six, Seven: Milton's *Paradise Lost*

Week Eight: Pope's *The Rape of the Lock*

Week Nine, Ten, Eleven: Byron's *Don Juan*

Week Twelve, Thirteen: Tennyson's *In Memoriam*

Week Fourteen, Fifteen: T. S. Eliot's *The Waste Land*/Conclusion

PRIMARY AND SUGGESTED SECONDARY READINGS:

Primary: [suggested edition in brackets]

- William Shakespeare, *Hamlet* [any major edition (Oxford, Penguin, Longman) although The Riverside Shakespeare contains a particularly well annotated text]
- John Milton, *Paradise Lost* [Alastair Fowler's Longman annotated, Norton Critical, Penguin or The Norton Anthology]
- Alexander Pope, *The Rape of the Lock* [The Norton Anthology]
- Byron, *Don Juan* [Penguin, Norton or The Norton Anthology]
- Tennyson, *In Memoriam* [The Norton Anthology]
- T. S. Eliot, *The Waste Land* [Faber or The Norton Anthology with some consideration to Valerie Eliot's Faber edition of The Facsimile Draft of *The Waste Land*]
- [Short extracts from Harold Bloom, *The Western Canon* and Stephen Greenblatt *Renaissance Self-Fashioning* to be provided by the instructor]

Suggested Secondary Readings:

- A.D. Nuttall, *Shakespeare the Thinker*
- Harold Bloom, *Hamlet – Poem Unlimited*
- Anne Barton, *Shakespeare and the Idea of the Play*
- Marjorie Garber, *Shakespeare, After All*
- A.C. Bradley, *Lectures on Shakespeare*

- Jonathan Dollimore, *Political Shakespeare*
- Jacqueline Rose, 'The Mona Lisa of Literature' in *Sexuality and the Field of Vision*
- Christopher Ricks, *Milton's Grand Style*
- William Empson, *Milton's God*
- Sharon Achinstein, *Literature and Dissent in Milton's England*
- C.S. Lewis, *A Preface to Paradise Lost*
- Stanley Fish, *Surprised By Sin*
- -----, *How Milton Works*
- Dennis Danielson, *The Cambridge Companion to Milton*
- Lucy Newlyn, *Paradise Lost and the Romantic Reader*
- Catherine Belsey, *Milton*
- David Morris, *Alexander Pope: The Genius of Sense*
- Leopold Damrosch, *The Imaginative World of Alexander Pope*
- Pat Rogers, *The Cambridge Companion to Pope*
- Anne Barton, *Byron's Don Juan*
- Jane Stabler, *Byron, Poetics, History*
- Drummond Bone, *The Cambridge Companion to Byron*
- Jerome McGann, *Fiery Dust: Byron's Poetic Development*
- Christopher Ricks, *Tennyson*
- Seamus Perry, *Tennyson: Writers and their Work*
- Kirstie Blair, *Form and Faith in Victorian Poetry and Religion*
- Christopher Ricks, *Inventions of the March Hare*
- Peter Ackroyd, *T. S. Eliot*

- Ronald Bush, *T. S. Eliot: The Modernist in History*
- Maud Ellmann, *The Poetics of Impersonality*

LEARNING AIMS AND OBJECTIVES:

The student should be able to demonstrate:

- Familiarity with and evaluation of individual literary texts and their constitutive styles, registers, figurative techniques and historical contexts
- Ability to differentiate between figurative, rhetorical and formal devices
- Analyse textual specifics within the context of a sustained argument which demonstrates precision, fluency and coherence and incorporates secondary criticism in an appropriate fashion
- Develop a thesis in the context of and individually directed research paper which follows scholarly conventions.
- Present a sustained, analytical and evidentiary oral discussion of texts

COURSE ASSESSMENT MODES:

Weekly reading and writing assignments	25%
Presentation	5%
Midterm Examination	20%
Final Examination	50%

COURSE TITLE:	A Journey through India- Contemporary Indian Literature (Post 1947)
COURSE LEADER:	Arjun Puri
COURSE CREDITS:	3 credits (3 hours per week of in-class instruction)
COURSE LENGTH:	15 Weeks

COURSE DESCRIPTION:

The course aims to explore the critical role played by Indian literature in shaping national and international self-image. By cultivating an awareness of linguistic and literary representation and by encouraging the student's ability to read analytically and write convincingly, this course will provide students with an intellectual foundation on which to sharpen their expression and build knowledge of literature as something intrinsically trans-national.

The history of post-independence Indian literature in English has often been framed through the lens of post-colonial studies. This has meant that Indian literature in English has been understood through parameters of nationalism, ethnicity, caste and religious fault-lines. While these perspectives enable understanding of post-independent Indian literature in English, there is a need to revisit analytical frames within the context of what is an emergent and growing body of work.

The course concentrates on works of fiction, allowing the student an immersion into a world created by another with all the familiarity and distance that entails. A concentration on the family is one key 'lens' of study. But we will also trace Indian writing through the cities and villages, explicating the sometimes blurred lines of the metropolitan and the provincial inflected within literary texts.

Given the rise of graphic novelists in the country, a couple of classes will be taught on the rise and growth of this specific art within the wider spectrum of markets and reading habits, with a specific focus on the ever growing middle-class in India.

This course will also address the practical life of literature in the form of the literary festival, publishing and producing writing.

SESSIONAL BREAKDOWN:

Topics of discussion will include caste, gender, nationalism, globalization, cosmopolitanism, crime, the family and hybridity. The course will also examine global perspectives on race and ethnicity, post-colonialism, the contemporary novel in Indian literature. Authors studied will include Vikram Seth, Jhumpa Lahiri, Mahasweta Devi, Satyajit Ray, Salman Rushdie, Arundhati Roy, Amitav

Ghosh among others. Select works of poetry, film, and visual art will also be touched upon. Some of the authors covered in this course write in their regional language (Mahasweta Devi: Bengali, Satyajit Ray: Bengali). Problems of translation will thus also be a pertinent issue for student exploration.

LEARNING AIMS AND OBJECTIVES:

Students should be able to evaluate the relationship between literary representation and historical conditions

Make argumentative postulations about aesthetic effectiveness

Place disciplinary-specific terms in the context of the literature

Contrast and evaluate different artistic genres

Explore the relevance of inter-disciplinary permutations in India fiction

Evaluate the relevance of 'schools' or 'labels' to individual works of art

Explore connections and differentiations in contemporary literature in relation to aesthetic style, historical and social contexts and international relations

COURSE ASSESSMENT MODES:

Weekly reading and writing assignments	25%
Presentation	5%
Midterm Examination	20%
Final Examination	50%



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O. P. Jindal Global University (JGU) is a non-profit global university established by the Haryana Private Universities (Second Amendment) Act, 2009. JGU is established in memory of Mr. O. P. Jindal as a philanthropic initiative of Mr. Naveen Jindal, the Founding Chancellor. The University Grants Commission has accorded its recognition to O. P. Jindal Global University. The vision of JGU is to promote global courses, global programmes, global curriculum, global research, global collaborations and global interaction through a global faculty. JGU is situated on an 80-acre state-of-the-art residential campus in the National Capital Region of Delhi. JGU is one of the few universities in Asia that maintains a 1:15 faculty-student ratio and appoints faculty members from different parts of the world with outstanding academic qualifications and experience. JGU has established five schools: *Jindal Global Law School*, *Jindal Global Business School*, *Jindal School of International Affairs*, *Jindal School of Government and Public Policy* and *Jindal School of Liberal Arts & Humanities*.



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The Jindal School of Liberal Arts & Humanities (JSLH) will begin its first academic session in August 2014 and it offers an interdisciplinary undergraduate degree programme leading to the award of B.A. (Hons.) in Liberal Arts & Humanities. An education in the liberal arts and humanities in our four year B.A. (Hons.) programme at JSLH in collaboration with Rollins College, Florida, is the ideal preparation for an intellect in action. JSLH offers a space for the expansion of young minds through a polyvalent education that mixes the classical and the contemporary in a new framework – the first of its kind in India. Our aim is to break down disciplinary boundaries and redefine what it means to study the arts and humanities in an international context. At JSLH, our distinguished faculty aims to create world-class thinkers who are simultaneously innovators; we train students for intellectual mastery, democratic participation, self-expression and advanced life-long learning. Our curriculum has been carefully crafted and has a global orientation. Within this global framework, the B.A. (Hons.) includes an exciting opportunity to solidify JGU's liberal arts and humanities programme through an extended period of study at Rollins College, Florida, leading to the award of another undergraduate degree from the U.S. The JSLH seeks to become one of the incubation centres that will produce the next generation of leaders to confront and solve our overarching problems.



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Proposal for changes in the Spanish Curriculum

February, 2016

A) Elimination of courses in the catalog

In an effort to more effectively update our curriculum and provide our students with a better choice of courses, we propose to eliminate courses that have not been taught in years (SPN 340) or were never taught (SPN 432).

B) Change the numbering sequence and level of 2 current Spanish courses

~~NNNN~~- To eliminate.   NNNN- To add.

We are proposing to exchange the level (number) of two Spanish courses we currently teach to readjust the order in which students take them. The current numbering order do not serve best our Spanish students' needs. The logic behind this change is that students should be required to take an advanced communication and composition class (SPN 291) at the intermediate level before they take an introductory course in Hispanic literature and text analysis (SPN 301) at the advanced level. This new order should better prepare our students for reading comprehension and writing more complex compositions. The way in which they are taught now forces the student to take a literature class before having taken an advanced composition training. Some students find this transition from an intermediate grammar course to a literature class very abrupt and challenging. Therefore, we would like to:

- a. Replace **SPN 290: Introduction to Hispanic Literature** with **SPN 301: Advanced Spanish through Literature & Film.**
- b. Replace **SPN 302: Spanish for Advanced Communication** with **SPN 291: Advanced Spanish Communication.**

We have made the appropriate changes in the prerequisites for every single class we offer and in the Major-Minor maps to reflect this change.

C) Addition of a special topics class at the 300 level

SPN 381: Special Topics in Hispanic Literature and/or Culture.

The logic behind this addition is to have the flexibility to teach a thematic class that could be taught by any faculty at any particular semester. We have such a class but at the 400 level, **SPN 481: Seminar**. The problem we usually face with that course is that students tend not to feel comfortable taking such an advanced level class. By making available that course at the 300 level, we could definitely attract more students.

SPANISH CURRICULUM-Intermediate & upper level courses

SPN 290 Introduction to Hispanic Literature: Improves interpretation, comprehension, and vocabulary skills by exposing students to a variety of writing styles: short stories, one-act plays, poetry, and essays. *Prerequisite:* SPN 202, SPN 210R or consent.

SPN 222 Spanish for Heritage Speakers: Course designed to satisfy the needs of students from Hispanic backgrounds, to reactivate the student's Spanish, to learn more about their language and cultural heritage, to acquire literacy skills in Spanish, and to develop or augment academic language skills. *Prerequisite:* consent. *Prerequisite:* consent.

SPN 291 Advanced Spanish Communication: Students will master all communicative skills in Spanish -- speaking, writing, and comprehension -- at an advanced level with a special emphasis in the process of writing research papers in Spanish. *Prerequisites:* SPN 202 or SPN 210 or consent.

SPN 302 Spanish for Advanced Communication: Students will master all communicative skills in Spanish—speaking, writing, and comprehension—at an advanced level and will attain near fluency. *Prerequisites:* SPN 202 or SPN 210 or SPN 290 or one 300-level SPN course, or consent.

SPN 301: Advanced Spanish through Literature & Film: Introduction to practical aspects of textual analysis and close reading necessary for understanding and writing about literature. Students will apply those tools through reading, writing, and discussion of Hispanic texts and films. *Prerequisites:* SPN 291 or consent.

SPN 303 Business Spanish for Non-Native Speakers: Introduces business terminology, usage, and commercial correspondence. Teaches sensitivity to and appreciation of cultural differences in Hispanic business world. *Prerequisites:* SPN 202 or SPN 210 or SPN 291 or one 300-level SPN course, or consent.

SPN 321 Peoples and Cultures of Spain: Considers historical, cultural, sociological, and political factors influencing Spanish society. *Prerequisites:* SPN 202 or SPN 210 or SPN 291 or one 300-level SPN course, or consent.

SPN 322 Peoples and Cultures of Latin America: Explores historical, cultural, and political factors influencing Latin American society. *Prerequisites:* SPN 202 or SPN 210 or SPN 291 or one 300-level SPN course, or consent.

SPN 330 U.S. Latino Literature: Writings from Migration and Exile: Presents literary texts of fiction and non-fiction written and published in Spanish, in the U.S., by writers of Hispanic heritage. Explores issues of exile, colonialism, statehood, cultural hybridization and immigration. *Prerequisite:* SPN 301 or consent.

SPN 331 Medieval Spanish Literature: Arabs, Jews, and Christians from Frontier to Empire: Analyzes significant impact of conflictive coexistence of Christians, Arabs, and Jews on Medieval Spain through literature. *Prerequisite:* SPN 301 or consent.

SPN 332 Colonial Spanish Literature: Language and Empire: The Sword, the Cross, and the Quill: Early Chronicles of the discovery, exploration, and conquest of America by Spain. *Prerequisite:* **SPN 301** or consent.

SPN 333 Golden Age of Spanish Literature: Imperial Spain and the Age of Conflict: Studies literary responses to new constitution of Spain as Empire and new definitions of Spanish identity. *Prerequisite:* **SPN 301** or consent.

SPN 334 Latin American Identity in Literature: Examines theories of Latin American identity through regional, national, and Pan American literary movements. Varied works and genres are studied, from the time of conquest through the 21st century. *Prerequisite:* **SPN 301** or consent.

SPN 335 Modern Spanish Literature: *Visions of Spain through Narrative, Theater, and Poetry*: Study of representative poetic, narrative, and dramatic texts from the 19th to 21st centuries. Emphasis on the technical and thematic innovations of the poetry, novel, essay, short story, and written dramatic texts, as well as the social and historical contexts that have shaped literary production. *Prerequisite:* **SPN 301** or consent.

SPN 336 Latin American Short Fiction: *Telling Stories*: Study of Latin American short narrative, including short stories, novellas, and theater. *Prerequisite:* **SPN 301** or consent.

SPN 337 Performing Identity: Hispanic Theatre Today: Analysis of Hispanic culture and identity as presented through several theatrical plays and performances in the Spanish-speaking U.S. and Latin America. Explores the concepts of self-identity, nation/narration and "performativity" during the 20th and 21st centuries. Taught in Spanish. *Prerequisite:* **SPN 301** or consent.

SPN 338 Race, Class, and Gender in Latin American Literature: *Voices from the Margins*: Studies the representation of marginalized segments of Latin American society through literature. Explores the literary expressions of feminist, indigenous, Afro-Caribbean, and gay writers of Latin America. *Prerequisite:* **SPN 301** or consent.

SPN 340 Hispanic Caribbean Literature: *Culture Clash*: Analysis of Caribbean culture as presented through the literature of the Spanish-speaking Caribbean. Explores the concepts of colonialism, nationalism, cultural hybridity, the Diaspora, and the Neo-Baroque from the Spanish conquest through the 21st century. *Prerequisite:* **SPN 290** or consent.

SPN 341 Spanish Film/Cultural Trends: Taking the history of Spanish film from its beginnings to the present as a point of departure, this course emphasizes the political, social, economic, and cultural contexts from where these films emerge. It also analyzes the specific techniques and strategies used by the films to tell stories. The objective of this course is to raise awareness about the role of film in modern Spain and about the ways in which it reflects Spanish culture. *Prerequisites:* **SPN 202** or **SPN 210** or **SPN 291** or one 300-level **SPN** course, or consent.

SPN 342 Latin American Film: Explores the tendencies and practices in Latin American cinema. Examines some of the most representative films produced in Latin America, considering the cultural, political, economical, and social contexts in which they were conceived and produced. Analyzes the diverse representations of culture, the construction of gender, and ultimately, the connection between

national identity and filmmaking. *Prerequisites:* **SPN 202** or **SPN 210** or **SPN 291** or one 300-level **SPN** course, or consent.

SPN 344 CSI in Latin America: Crime, Family Ties, and National Politics: Explores the representations of crime, punishment, family structure, and national politics in Latin America during the 20th and 21st centuries. Examines the construction of national identity through the analysis of violence in different media, such as the detective genre, post-dictatorial fiction, film noir, and other expressions of popular culture. *Prerequisite:* **SPN 301** or consent.

SPN 346 The Unexplainable: Fictions of Fear in Latin American Literature: Studies the aesthetics and meaning of the unknown and fear in Latin American literature and and culture. Examines the representations of the Gothic, Magical Realism, the Fantastic, Science Fiction, Marvelous Realism, and horror as presented through literature and other cultural manifestations in the Hispanic American world. *Prerequisite:* **SPN 301** or consent.

SPN 431 Spanish Literature: *Fiction and Truth in Cervantes' Work:* Study of Cervantes' successful formula for the novel. Analyzes conflict between fiction and truth as basis for new realist novel proposed by Cervantes. *Prerequisite:* **SPN 301** or consent.

SPN 432 Twentieth Century Latin American Literature: Revolution and Experimentation: In-depth study of the Latin American literary movements through a century of social and political change. Explores experimentalist writers, the Boom generation, post-modern literature, social realism, and testimonial literature. *Prerequisite:* **SPN 290** or consent.

SPN 381 Special Topics in Hispanic Literature and/or Culture. In-depth study of literary texts, cinematic expressions or cultural topics of the Hispanic world. *Prerequisite:* **SPN 291 or SPN 301 or consent.**

SPN 481 Seminar: Probes literary, linguistic, or cultural topics. *Prerequisite:* **one 300-level SPN** course or consent.

Major Map: Spanish Native Speakers

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields. The department offers two programs for majors -- one for native speakers, the other for nonnative speakers. Because native speakers vary in language proficiency, faculty determine whether to classify a student as a native speaker.

To complete the Spanish Major, eleven (11) courses are required above the 100 level. Spanish native speakers must take 9 courses above the 200 level, 1 course at the 400 level, and SPN 497: Senior Capstone Seminar. SPN 291 is the only 200-level class that could count towards the major for Spanish native speakers.

Students that participate in the **Asturias Program** in Spain for a semester could count towards the major **only 3** of the Spanish courses taken abroad. Students that participate in the **Verano Español** could only count **2 courses** towards the major.

SEMESTER	COURSE	PREREQUISITE	GRADE
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____ 400 level	Check Catalogue	_____
_____ SPN 497	Senior Capstone Seminar	Check Catalogue	_____

SENIOR CAPSTONE SEMINAR IN SPANISH

SPN 497: Senior Capstone Seminar, is a required 2 credit course that meets once a week during the spring. Spanish students are expected to have an understanding and proficiency in writing, speaking, listening to Spanish. This seminar will test students' abilities in Spanish.

Name_____

Date_____

Major Map: Spanish Nonnative Speakers

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields. The department offers two programs for majors -- one for native speakers, the other for nonnative speakers. Because native speakers vary in language proficiency, faculty determine whether to classify a student as a native speaker.

To complete the Spanish Major, eleven (11) courses are required above the 100 level. In addition to the courses at the 200-level, it is required to take 1 course at the 400-level and SPN 497: Senior Capstone Seminar.

Students that participate in the **Asturias Program** in Spain for a semester could count towards the major **only 3** of the Spanish courses taken abroad. Students that participate in the **Verano Español** could only count **2 courses** towards the major.

SEMESTER	COURSE	PREREQUISITE	GRADE
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____ 400 level	Check Catalogue	_____
_____ SPN 497	Senior Capstone Seminar	Check Catalogue	_____

SENIOR CAPSTONE SEMINAR IN SPANISH

SPN 497: Senior Capstone Seminar, is a required 2 credit course that meets once a week during the spring. Spanish students are expected to have an understanding and proficiency in writing, speaking, listening to Spanish. This seminar will test students' abilities in Spanish.

Name_____

Date_____

Minor Map: Spanish Nonnative Speakers

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields. The department offers two programs for majors -- one for native speakers, the other for nonnative speakers. Because native speakers vary in language proficiency, faculty determine whether to classify a student as a native speaker.

Six (6) courses are required.

Students should take 6 courses above the 100 level.

Semester	Course	Prerequisite	Grade
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____

Name _____

Date _____

Minor Map: Spanish Native Speakers

The Department of Modern Languages and Literatures embraces language, literature, and culture. Advanced courses prepare students for graduate study, research, teaching, or the use of foreign languages in professional fields. The department offers two programs for majors -- one for native speakers, the other for nonnative speakers. Because native speakers vary in language proficiency, faculty determine whether to classify a student as a native speaker.

Six (6) courses are required.

Students should take 6 courses above the 200 level. SPN 291 is the only 200-level class that could count towards the minor for Spanish native speakers.

Semester	Course	Prerequisite	Grade
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____
_____ SPN _____	_____	Check Catalogue	_____

Name_____

Date_____