

**College of Arts and Sciences**  
**International Studies Program**  
**Oakland University**  
**Credits: 04**

**IS 2400 – Perspectives on India** Fall 2018

Class timings: 10.40am-11.47am MWF,

Class building: Mathematics and Science Center 185

Instructor: Dr. Shalini Jayaprakash

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Available by appointments

**Course Catalog Description:**

This course is an interdisciplinary study of the people of India and their traditional and modern civilization. It is designed to satisfy the university general education requirement in the global perspective knowledge exploration area. This course will give the students an idea of India, a civilization, whose past is well knitted into its present. This course will highlight the diverse traditions and depth of Indian culture, and also offer opportunities, through reading of its rich literature and movies, to understand its plurality. It also fulfills requirements in Writing.

This class satisfies the General Education requirements Intensive in General Education (WIGE)

**General Education Learning Outcomes:**

1. Student will demonstrate knowledge of environments, political systems, economies, societies and religions of one of more regions outside the United States and awareness of the transnational flow of goods, people, ideas and values.
2. Student will demonstrate knowledge of the role that different cultural heritages, past and present, playing forming values in another part of the world, enabling the student to function within a more global context.

Cross-cutting Capacity: Social awareness, Critical thinking, Effective communication

Course prerequisites: university writing foundation requirement (WRT 160), required for WIGE courses

**Required Primary Texts**

1. Ganguly, Sumit, and Neil DeVotta. *Understanding Contemporary India*. Boulder, Colo: Lynne Rienner Publishers, 2003. Print.

2. Pawar, Urmila. *The Weave of My Life: A Dalit Woman's Memoirs*. Columbia University Press, New York, 2008. Print.
3. A lot of supplementary readings that would either be posted on Moodle or distributed in class.
4. Sunil Khilnani's 15-minute podcasts from "Incarnations"

**Movie Viewing:** All these Movies viewing are mandatory for this course.

- 1) Indian Diaspora comes home: : *Dil wale Dulhaniya Le Jayenge, Pardes*
- 2) Nationalism and Indian cinema: *Bombay, Swades*
- 3) The Youth and Restlessness: *Rang De Basanti,*
- 4) The Dark India: *Born into Brothels, Satya*
- 5) Women in Bollywood: *Queen, English Vinglish, Kahaani*
- 6) Politics of Desire in Bollywood: *Fire, Astitva, Lipstick Under My Burkha*
- 7) Religion and Indian Cinema: *PK, Mrs and Mr Iyer, My Name is Khan*

**Weekly reading of the Indian Newspapers:** You have to regularly check these newspapers for the latest updates on Indian politics and affairs.

- 1) *The Hindu* ([www.thehindu.com](http://www.thehindu.com)) and
- 2) *The Economic Times* (<http://economictimes.indiatimes.com/>)
- 3) *India perspectives* ( <http://www.indiaperspectives.in/#>)

In India we celebrate the commonality of major differences; we are a land of belonging rather than of blood.”

- **Shashi Tharoor, Indian writer, politician**

India was the motherland of our race, and Sanskrit the mother of Europe's languages: she was the mother of our philosophy; mother, through the Arabs, of much of our mathematics; mother, through the Buddha, of the ideals embodied in Christianity; mother, through the village community, of self-government and democracy. Mother India is in many ways the mother of us all"

- **Will Durant, American historian**

Whenever I have read any part of the Vedas, I have felt that some unearthly and unknown light illuminated me. In the great teaching of the Vedas, there is no touch of sectarianism. It is of all ages, climbs, and nationalities and is the royal road for the attainment of the Great Knowledge. When I read it, I feel that I am under the spangled heavens of a summer night.

-**Henry David Thoreau, American Thinker & Author**

## **COURSE OBJECTIVE**

- ❖ To acquire knowledge of the environment, political system, economy, society, literary attributes, and religions of India in order to become aware of the transnational flow of goods, people, ideas and values.
- ❖ Through this course, students will demonstrate knowledge of the role that a different cultural heritage, past and present, plays in forming values here, enabling them to function more efficiently within a global, multicultural context.
- ❖ To acquire some considerations on the Indian experience and heritage that will aid the students to live in today's pluralistic society.
- ❖ Enable students to learn the diversity, and culture of one of the world's largest democracy and fastest growing economies.
- ❖ Appreciate the importance and relevance of the historical experience that shapes contemporary India.
- ❖ Understand the nuances of contemporary Indian writing in English, writings from the margins to see how writers re-imagine the nation, represent India's modernity in terms of a continuity with its past.
- ❖ A reassessment of the idea of India and Indians across the whole range of Indian culture as reflected in selected Indian movies from Bollywood.

## **CROSS-CUTTING CAPACITIES**

Through exposure to a variety of political and social systems, the course aims to promote social awareness; through analytical assignments and lecture / discussion, critical thinking is to be cultivated; via **multiple kinds of written assignments, effective communication is to be fostered.**

## **ATTENDANCE, PARTICIPATION AND ACADEMIC INTEGRITY**

Your classroom participation and attendance is strictly essential, and mandatory for this course. Do not miss a class unless you absolutely must. You have the right to three absences, excused or unexcused. After that, every absence will result in a direct loss of 2 points and negatively impact your final grade. **THIS COULD TRANSLATE INTO LOSING A FULL LETTER GRADE FROM YOUR FINAL GRADE.** For attendance marking, students are expected to be on time, stay for the entire class duration, and contribute to our activities or discussions. You have to be prompt in coming to the class on time and in turning in your assignments. **You solely are responsible for any classes/assignments you may have missed and are accountable for all course work deadlines and any information during the semester.** You are accountable for signing in the attendance sheet every day. Do not sign in or turn in work for other student(s). Also, do NOT sign in for a previously missed class.

**Tardiness and Early Departures:** It is my policy to begin class promptly at the scheduled time, and I often open by making announcements, giving reviews, and distributing handouts or other information. Arriving late to class not only precludes you from these activities, but is also disrespectful to me and disruptive to your classmates' learning. Every three occurrences will be counted as an absence. Leaving class before the end of the period is likewise rude and detrimental to your education. Early departures will be treated the same as tardiness.

Students are responsible for completing all reading assignments before the class, including those found in posted on the Moodle website. Moodle postings are provided to focus lectures and readings. Since class discussions and examinations may involve material not specifically presented in course lectures, finishing readings on schedule is critical to the overall success of the class, and to the graded performance of each student. Classroom participation requires you to actively engage with the text/lectures in the classroom, and maintain an environment of mutual respect and professionalism in the classroom. I look forward to your playing an important role in all classroom discussions, respond to each other's presentations with constructive criticism, and to write out your papers without adhering to plagiarism or deception. Don't be shy (I will try to encourage you), and keep in mind this basic point: It's not about me; it's about the ideas—and contributing to a dynamic and collective discussion about them.

Remember the syllabus is tentative and flexible. I have every right to alter and make changes as we proceed in the course to suit your purposes.

## USE OF TECHNOLOGY IN MY CLASSROOM

Make sure to switch off your cell phones in my class. You may use laptops/tablets judiciously in my classes and specifically for taking down notes. If you are found indulging in any other social networking sites or doing unrelated things, you might be asked to leave the class and your attendance for the day will not be granted.

## ASSIGNMENTS

### 1. 5 QUIZZES ( 20 points x 5 = 100 points) = 30%

You will have 5 quizzes spread over the entire semesters. It would be on the recent topics covered in the classes.

### 2. 6 REACTION PAPERS: 30%

#### a) One Reflection paper on *The Weave Of My Life* 20 points

b) Three One page response to 3 current events from the online newspapers *The Hindu* ([www.thehindu.com](http://www.thehindu.com)), *The Economic Times* (<http://economictimes.indiatimes.com/>), and e-magazine *India perspectives* (<http://www.indiaperspectives.in/#>) ( 10x3 = 30 points)

I expect you to read these online editions. Each month you can take up one paper from the list provided. You will have to write one page response to any current event/s happening in India. The topics could range from currents news, to business, sports, entertainment, books, education, science and technology, environment, health etc.

A summary of the assigned article must be written.

The main points must be enumerated and described in a brief way.

An evaluation of the article must also be provided: this means you must assess the importance of the article's content.

The topic of the article and its relevance to your chosen subject must be mentioned.

Decide whether the information in the article is important, relevant, of high standard, and whether it provides new information on the subject it covers.

Offer an assessment of the quality of the writing.

You must conclude by writing an opinion about how the subject can be improved, or whether the necessary information is present in the article, and if it forms a complete picture of the topic.

Rubric will be posted on Moodle.

**c. Two One-two pages response to 2 movies (15x2= 30 points)**

The last reaction paper has to be based on one of the movies that you watch for the course. You have to choose any two movies from the listing and write a one page reaction each to that.

In order to receive full credit for your essay, it has to meet the following criteria:

1. is an original work of the author;
2. is relevant and addresses the topic;
3. adequately states and defends its author's argument;
4. uses correct grammar and spelling;
5. is divided into paragraphs;
6. is submitted before the deadline;

**3. PAPER PRESENTATIONS (50 points x 3 = 150 points) =20%**

- a) Research ON any region or state in India. You have to provide a historical and cultural background about the region/state you have chosen. You will have to analyze its significance in today's India in terms of its demography, politics, economy, development, etc. You can choose a topic and sign up in the presentation sheet by the middle of the semester. Organized research, critical thinking, writing, and coordinated oral presentation are required elements. Specific details & suggestions will be offered in class. Creative subjects or themes are encouraged. Your topics must be approved.
- b) You can research and give a presentation by exploring the religious traditions in India (except Hinduism). You may talk about Christianity, Islam, Buddhism, Jainism, Zoroastrianism, Sikhism, or Judaism. You may talk about its origin, the traditions associated, sacred texts, scriptures, or draw comparisons with any other religion, and thus give an overall understanding of the religion.
- c) You should also present a paper on a topic from the wide plurality of Indian culture. It could talk about any socio-cultural patterns in Indian music, dance, Bollywood movie reviews, Indian weddings, pilgrimages, westernization, and trends in IT sector, changing consumer economy, changing women's roles or any other noticeable cultural trends in contemporary India.

Here are some important things to note:

- a) Your presentation should be 12-15 min long. Plan to spend no more than two minutes on each slide, if you are using a PowerPoint.
- b) Your presentation should demonstrate your in-depth understanding of the text and issues.

Component parts for grading:

Non-verbal: Eye contact, Body Language and Poise 15%

Verbal Skills: Enthusiasm/positive attitude about the topic and Speaking skills (clear voice, pace, and NO reading out from the slides) 15%

Content: Subject Knowledge (well thought out precise points supported by evidences from the text), organization (information presented logically), Mechanics (No spelling or grammar mistakes) 50%

Audience questions: Should answer questions with ease and in a convincing manner 20%

#### **4. Hinduism Project: You have to choose one of these activities for your project 10%**

- a) Create a museum exhibit on Hinduism. The exhibit must portray the main components of Hinduism. You need to give a brief history of Hinduism and to discuss the fundamental beliefs. To accompany your exhibit, you need a written guide which explains the details of your exhibit and explains why each detail is relevant to the religion. 3 exhibits are required
- b) Create a floor plan or model of a mandir. Indicate some of the exterior and interior aspects of the mandir. Explain in written detail the various aspects of the mandir. Explain the etiquette on visiting a mandir. Include a description of a typical worship that takes place in a mandir.
- c) Create a comic strip which explains the Hindu concept of reincarnation. You may use stick figures but all the key terms must be carefully explained and linked. You may have one drawing per page and link them in the correct order when presenting. The required terms are: atman, caste, samsara, Nirvana, Brahman, moksha, karma, dharma, maya
- d) Create a poster outlining the key details about a main god/goddess. See teacher for the list of gods/goddesses to choose from. You must have a large scale freehand drawing of your god. Photocopies or printed/scanned images from the computer are not acceptable. You must include a written description of what each of the symbols and vehicles on your god means
- e) Create a poster or powerpoint/prezi outlining the details of one main Hindu ceremony or festival. See teacher for the list of celebrations & festivals to choose from. You must include when & why the celebration/festival is celebrated, and what specifically is done during the ceremony or festival. Make sure to include some pictures and video clips.
- f) Research Hatha Yoga. Learn and become familiar with 5-10 of the easier positions. Create a powerpoint/prezi detailing the positions. Lead the class in a yoga session.
- g) Create 5 Hindu god trading cards. The god's name and picture must appear on the front of the card. On the back of the card specify: • what the god represents • what each of the symbols and vehicles mean Create a powerpoint/prezi to present your cards to the class
- h) Research the current conflict between India and Pakistan or Pakistan and Afghanistan. Write an essay explaining the conflict and develop a non-violent strategy to settle the issue.
- i) Create a typical Hindu “family shrine.” Include a written guide or pamphlet which explains Hindu worship/puja. Lead the class in a Hindu prayer service (“puja”). The service must be true to the Hindu beliefs.

5. **Your classroom attendance and participation are essential for this course and will carry a weightage of 10% of your overall grade.** I expect you to collaborate during discussions, do the in-class activities, and read the texts prior to the class. All this together will contribute to your getting good participation and attendance points.

### **Websites**

During the course of this term, please visit the following websites and keep in touch with news on India

<http://www.india-seminar.com/> (look up the content page of a few issues)

<http://timesofindia.indiatimes.com/> (check headlines)

<http://www.indianexpress.com/> (check headlines)

[https://www.thebetterindia.com/?ref=home\\_menu](https://www.thebetterindia.com/?ref=home_menu) (For latest events and interesting happenings in India)

### **Suggestive reading list on books by Indian authors (If you are interested to read about Writings in English from India)**

#### **Fiction**

*Swami and his Friends* by R.K. Narayan  
*The Great Indian Novel* by Shashi Tharoor  
*Midnight's Children* by Salman Rushdie  
*Looking Through Glass* by Mukul Kesavan  
*Silverfish* by Saiket Majumdar  
*A Childhood in Malabar* by Kamala Das  
*Second Thoughts* by Shoba De  
*The God of Small Things* by Arundhati Roy  
*That Long Silence* by Shashi Deshpande  
*The Dark Holds No Terrors* by Shashi Deshpande  
*Cry, the Peacock* by Anita Desai  
*The Three Mistakes of my Life* by Chetan Bhagat

#### **Short Story**

*Quilt and Other Stories* by Ismat Chughtai  
*Out! Stories from the New Queer India* by Minal Hajratwala  
*Bequest of Wings: Indian short stories* Edited by Margaret Paul Joseph.  
*The Inner Courtyard: Stories by Indian Women* Edited by Lakshmi Holmstrom

#### **Autobiography**

*My Story* by Kamala Das  
*An Unfinished Autobiography*, by Indira Goswami  
*The Autobiography of an Unknown India* by Nirad.C. Chaudhuri  
*Wings of Fire* by A.P.J Abdul Kalam  
*Growing up Untouchable in India: A Dalit Autobiography* by Vasant Moon  
*The Weave of My Life* by Urmila Pawar  
*Viramma, Life of an Untouchable* by Viramma

#### **Poetry**

*The Old Playhouse and Other Poems* by Kamala Das  
*Illiterate Heart* by Meena Alexander  
*The Golden Threshold* by Sarojini Naidu  
*Malabar Mind* by Anita nair  
*Nine Indian Women Poets* edited by Eunice de Souza.  
*My Days* by R.K. Narayan

**Drama**

*Dance Like a Man* by Mahesh Dattani  
*Lights Out* by Manjula Padmanabhan  
*The Refugee* by Asif Currimbhoy  
*On a Muggy Night in Mumbai* by Mahesh Dattani  
*Nagamandala* by Girish Karnad

**GRADE BREAKUP**

- 1) 5 Quizzes - 30%
- 2) 6 Reaction Papers - 30%
- 3) 3 Paper Presentations – 20%
- 4) Hinduism Project- 10%
- 5) Attendance and classroom discussion – 10%

Rubric for all will be posted for you on Moodle.

**Final grades will be based on the total points earned as follows:**

Percentage Earned	Letter Grade
93-100%	A
90-92	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
Below 64%	F

**TENTATIVE SCHEDULE:**

DATES	READINGS: In Class	In class/HW/Assignments
Sept 5 <sup>TH</sup> 2018	Greet and meet! General Introduction to the course and the course overview.	



Sept 7 <sup>th</sup> 2018	<p>Mystic India</p> <p><a href="https://www.youtube.com/watch?v=w919izo7cds">https://www.youtube.com/watch?v=w919izo7cds</a></p> <p>In class viewing.</p>	<p>Classroom discussion: Make a list of these things in class and share with the class.</p> <p>a) "What We Know About India," b) "What We Don't Know," c) "What We Want to Learn."</p> <p>After watching the film, what did we learn about India? HW watch the Film assigned for the next class and makes notes for the two readings.</p>
Sept 10 <sup>th</sup> 2018	Introduction to India	<p>1. Film: The Story of India, PBS documentary, Part 6. <a href="https://www.youtube.com/watch?v=81oG_liAYJ8">https://www.youtube.com/watch?v=81oG_liAYJ8</a></p> <p>2. Bose and Jalal, Chapter 1, "South Asian History: An Introduction" <a href="http://www.indusvalley.edu.pk/La/2nd%20Year%20Pakistan%20Studies%20Fall%202015/Section%20B/Modern%20South%20Asia.pdf">http://www.indusvalley.edu.pk/La/2nd%20Year%20Pakistan%20Studies%20Fall%202015/Section%20B/Modern%20South%20Asia.pdf</a> pg 1-4</p> <p>3. Jawaharlal Nehru, "The Panorama of India's Past," "Bharat Mata," and "The Variety and Unity of India," in The Discovery of India <a href="http://varunkamboj.typepad.com/files/the-discovery-of-india-1.pdf">http://varunkamboj.typepad.com/files/the-discovery-of-india-1.pdf</a> pg 49, 59, 61</p> <p>HW: Read chp1 UCI for next class.</p>
Sept 12 <sup>th</sup> 2018	Introduction continuation	<p>Introduction pp. 1-5, (UCI)</p> <p>HW Read chp 2 for next class</p>
Sept 14 <sup>th</sup> 2018	India: A Geographic Preface	<p>pg 7-14 (UCI)</p> <p>Extra reading: On the Physical Geography of India <a href="https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/g/Geography_of_India.htm">https://www.cs.mcgill.ca/~rwest/wikispeedia/wpcd/wp/g/Geography_of_India.htm</a></p> <p>HW Read chp 3 for next class</p>
Sept 17 <sup>th</sup> 2018	The Historical Context	<p>Ancient India:</p> <p>1. Indus Valley Civilization</p> <p>2. Watch <span style="float: right;">video</span> <a href="https://www.harappa.com/video/mohenjo-daro-101">https://www.harappa.com/video/mohenjo-daro-101</a></p> <p>Optional: For everything you want to know about Indus Valley Civilization <a href="http://www.harappa.com">www.harappa.com</a></p>

Sept 19 <sup>th</sup> 2018	Ancient India cont.	1. The Coming of the Aryans <b>HW: Watch the video</b> Alexander The Great- Conquest Of India for discussion in the next class <a href="https://www.youtube.com/watch?v=elUPwtyACus">https://www.youtube.com/watch?v=elUPwtyACus</a>
Sept 21 <sup>st</sup> 2018	Ancient India cont.	The Age of Buddha, Alexander and the Mauryas <b>TURN IN ONE PAGE RESPONSE ON ANY ARTICLE FROM THE HINDU</b> <i>Format posted on Moodle</i> <b>Quiz 1</b> <b>HW: View the YouTube video on the Life of Buddha for the next class.</b> <a href="https://www.youtube.com/watch?v=kEe8hI6G0GY">https://www.youtube.com/watch?v=kEe8hI6G0GY</a>
Sept 24 <sup>th</sup> 2018	Ancient India cont...	1. The Golden Age of Indian Civilization continued 2. Life of Buddha: Discussion on video: <a href="https://www.youtube.com/watch?v=kEe8hI6G0GY">https://www.youtube.com/watch?v=kEe8hI6G0GY</a>
Sept 26 <sup>th</sup> 2018	Medieval India	pp 24-29 (UCI) The Rise of Islam
Sept 28 <sup>th</sup> 2018	Medieval India	The Mughal India
Oct 1 <sup>st</sup> 2018	Emergence of British India	pp 33-37 (UCI)
Oct 3 <sup>rd</sup> 2018	Nationalist movement	The Road to Freedom pp 41-46 (UCI) Muslims and Indian Nationalism pp 52-56 (UCI) Ideas of India pp 58-60 (UCI) <b>Quiz 2</b>
Oct 5 <sup>th</sup> 2018	Mahatma Gandhi	pp 46-52 (UCI) Extra reading: <a href="https://www.sscnet.ucla.edu/southasia/History/Gandhi/gandhi.html">https://www.sscnet.ucla.edu/southasia/History/Gandhi/gandhi.html</a> In class viewing of excerpts from the movie <i>Gandhi</i> <a href="https://www.youtube.com/watch?v=d7c4TXqkMso&amp;t=1s">https://www.youtube.com/watch?v=d7c4TXqkMso&amp;t=1s</a>
Oct 8 <sup>th</sup> 2018	Quit India speech by Gandhi  On Civil Disobedience  Partition	<a href="http://www.mk gandhi.org/speeches/qui.htm">http://www.mk gandhi.org/speeches/qui.htm</a>  Will be posted on Moodle  Dr Shashi Tharoor MP - Britain Does Owe Reparations <a href="https://www.youtube.com/watch?v=f7CW7S0zxv4">https://www.youtube.com/watch?v=f7CW7S0zxv4</a> Short Story “Toba Tek Singh” by Manto Women During Partition: Rebuilding Lives <a href="https://artsandculture.google.com/exhibit/NgLipa3cEYX3Lg">https://artsandculture.google.com/exhibit/NgLipa3cEYX3Lg</a>

Oct 10 <sup>th</sup> 2018	Religion Hinduism	1. pp 191-231 (UCI) 2. <a href="https://www.uri.org/kids/world_hind_basi.htm#How did Hinduism begin">https://www.uri.org/kids/world_hind_basi.htm#How did Hinduism begin</a> <a href="http://www.bbc.co.uk/religion/religions/hinduism/">http://www.bbc.co.uk/religion/religions/hinduism/</a> Information on Hinduism Project Handouts will be posted on Moodle with the in-class activities You could use this website for a better philosophical understanding of Hinduism. (Optional) <a href="https://www.hinduwebsite.com/">https://www.hinduwebsite.com/</a>
Oct 12 <sup>th</sup> 2018	Hinduism continued...	<b>Tentative Temple visit: Trip to The Bharathiya Temple, Troy</b>
Oct 15 <sup>th</sup> 2018	The Bhagavad Gita	The Bhagavad Gita: Context and Text: <a href="http://www.pdf-archive.com/2014/10/18/barbara-stoler-miller-the-bhagavad-gita/barbara-stoler-miller-the-bhagavad-gita.pdf">http://www.pdf-archive.com/2014/10/18/barbara-stoler-miller-the-bhagavad-gita/barbara-stoler-miller-the-bhagavad-gita.pdf</a> pp 7-20  <b>TURN IN RESPONSE ON ANY ARTICLE FROM THE ECONOMIC TIMES</b>
Oct 17 <sup>th</sup> 2018	Indian society, culture and festivals of India	Reading 1 <a href="https://www.sscnet.ucla.edu/southasia/Culture/culture.html">https://www.sscnet.ucla.edu/southasia/Culture/culture.html</a> Reading 2 <a href="http://asiasociety.org/countries/traditions/indian-society-and-ways-living?page=0,0">http://asiasociety.org/countries/traditions/indian-society-and-ways-living?page=0,0</a> Reading 3: The Four Stages of Life. Will be posted on Moodle.
Oct 19 <sup>th</sup> 2018	Indian Politics	pp 63-69 (UCI)  1) Report Title: 3 Years of the Modi Government Report Author(s): Salman Haidar and Ruhee Neog, Institute of Peace and Conflict Studies (2017) 2) INDIA'S POST-DEMONETIZATION POLICY AGENDA Author(s): V. Anantha Nageswaran and Gulzar Natarajan Carnegie Endowment for International Peace (2017)  Both the articles will be posted on Moodle
Oct 22 <sup>nd</sup> 2018	International Relations	<b>Reading will be given in class</b>  <b>Quiz 3</b>
Oct 24 <sup>th</sup> 2018	<b>Presentations 1</b> on cultural, social, historical or political aspect of one history period	<b>Hinduism Project due</b>
Oct 26 <sup>th</sup> 2018	India's Economy	pp 111-133. Supplementary readings will be given in class

Oct 29 <sup>th</sup> 2018	Population, urbanization, and the Environment	pp:157-186
Oct 31 <sup>st</sup> 2018	Bollywood in the local and global context	<p>Bollywood dances:  <a href="https://www.timeout.com/london/film/the-ten-best-bollywood-dance-scenes">https://www.timeout.com/london/film/the-ten-best-bollywood-dance-scenes</a></p> <p>Reading article:  Contemporary Bollywood Dance: Analyzing It through the Interplay of Social Forces Esha Bhattacharya Chatterjee</p> <p>Movie Discussion:  a) Indian Diaspora comes home: : <i>Dil wale Dulhaniya Le Jayenge, Pardes</i>  b) Nationalism and Indian cinema: <i>Bombay, Swades</i></p>
Nov 2 <sup>nd</sup> 2018	Movie Discussion	<p>Movie Discussion:  a) The Youth and Restlessness: <i>Rang De Basanti, Zingadi Na Milegi Dubara</i>  b) The Dark India: <i>Born into Brothels, Satya</i></p>
Nov 5 <sup>th</sup> 2018	Role of Women and feminist movements	<p>pp 137-157 (UCI)  1. Major Trends in Feminist Movements by Sarbani Guha Ghosal Source: The Indian Journal of Political Science, Vol. 66, No. 4 (Oct.-Dec., 2005), pp. 793-812 (Article will be posted)</p>
Nov 7 <sup>th</sup> 2018	Sexual politics in India	<p>1. <b>Read article:</b> 3 Ways Bollywood Sets Up a Sexuality Paradox for South Asian Women by <a href="https://everydayfeminism.com/2016/04/bollywood-sexuality-paradox/">Nikita Redkar</a>  <a href="https://everydayfeminism.com/2016/04/bollywood-sexuality-paradox/">https://everydayfeminism.com/2016/04/bollywood-sexuality-paradox/</a></p> <p>2. Disciplining the 'Desire': 'Straight' State and LGBT Activism in India Author(s): Sumit Saurabh Srivastava Source: Sociological Bulletin, Vol. 63, No. 3 (September-December 2014), pp. 368-385 Article will be posted.</p> <p>3. <i>Hijras:</i>  <a href="https://www.countercurrents.org/sikand080810.htm">https://www.countercurrents.org/sikand080810.htm</a></p> <p>4. Movie Discussion:  a) Politics of Desire in Bollywood: <i>Fire, Astitva, Lipstick Under My Burkha</i></p>
Nov 9 <sup>th</sup> 2018	Gender stereotypes in India	<p>1. <a href="http://sur.conectas.org/en/rape-culture-and-sexism-in-globalising-india/">http://sur.conectas.org/en/rape-culture-and-sexism-in-globalising-india/</a>  2. Discussion on the issue of Rape culture: The Infamous Nirbhaya case</p>

		<a href="https://www.youtube.com/watch?v=eLbw1gieFqc">https://www.youtube.com/watch?v=eLbw1gieFqc</a>  3. Movie Discussion: a) Women in Bollywood: <i>Queen, English Vinglish, Kahaani</i>
Nov 12 <sup>th</sup> 2018	<b>Presentations 2</b>	Religious traditions in India. Like Hinduism, Christianity, Islam, Buddhism, Jainism, Zoroastrianism, Sikhism, or Judaism
Nov 14 <sup>th</sup> 2018	<b>Presentation 2</b>	Religious traditions in India. Like Hinduism, Christianity, Islam, Buddhism, Jainism, Zoroastrianism, Sikhism, or Judaism
Nov 16 <sup>th</sup> 2018	Introduction to the caste system in India	pp 231-254 (UCI) <b>Quiz 4</b> <b>TURN IN RESPONSE TO ONE MOVIE</b>
Nov 19 <sup>th</sup> 2018	Dalit writings	IN HER OWN WRITE: Writing from a Dalit Feminist Standpoint Author: UMA CHAKRAVARTI <a href="http://www.jstor.org.huaryu.kl.oakland.edu/stable/pdf/24394281.pdf">http://www.jstor.org.huaryu.kl.oakland.edu/stable/pdf/24394281.pdf</a>  <b>TURN IN RESPONSE ON ANY ARTICLE FROM INDIA PERSPECTIVES</b>
Nov 21 <sup>th</sup> 2018 - Nov 25 <sup>th</sup> 2018	<b>THANKSGIVING BREAK</b>	<b>NO CLASSES</b>
Nov 26 <sup>th</sup> 2018	Dalit women's writings	<i>Dalit autobiographies An Unknown Facet of Social Reality</i> by Rangrao Bhongle  The poetics of postcolonial atrocity: Dalit life writing, testimonio, and human rights by Pramod K. Nayar <a href="http://www.jstor.org.huaryu.kl.oakland.edu/stable/pdf/23345666.pdf">http://www.jstor.org.huaryu.kl.oakland.edu/stable/pdf/23345666.pdf</a> <i>The Weave of My Life</i> Chp 1 pp 1-46
Nov 28 <sup>th</sup> 2018	<i>The Weave of My Life</i>	Ch 5 pp 100-143 <b>TURN IN SECOND MOVIE RESPONSE</b>
Nov 30 <sup>th</sup> 2018	<i>The Weave of My Life</i>	<i>Subaltern experimental writing: Dalit literature in dialogue with the world</i> by Nicole Thiara The article will be posted on Moodle. Discussion chp 8 & 9 pp 186-219
Dec 3 <sup>rd</sup> 2018	<b>Presentations 3</b>	Socio-cultural patterns in Indian music, dance, Bollywood movie reviews, Indian weddings, pilgrimages, westernization, and trends in IT sector, changing consumer economy, changing women's roles
Dec 5 <sup>th</sup> 2018	Movie Discussion	Movie Discussion: a) Religion in a Flux : <i>PK, Mrs and Mr Iyer, OMG</i>  <b>TURN IN ONE PAGE READING RESPONSE FOR <i>The Weave of My Life</i></b>  <b>Quiz 5</b>

Dec 7 <sup>th</sup> 2018	Contemporary India— nuclear missiles, call centers, and godmen	<ol style="list-style-type: none"><li data-bbox="803 88 1459 231">1. The Indian Century by Claire Berlinski Spring 2015 Arts and Culture <a href="https://www.city-journal.org/html/indian-century-13723.html">https://www.city-journal.org/html/indian-century-13723.html</a></li><li data-bbox="803 235 1459 378">2. Amitabh Pal, “Indian by Day, American by Night,” in Progressive <a href="http://www.sharedhost.progressive.org/news/2004/07/6085/indian-day-american-night">http://www.sharedhost.progressive.org/news/2004/07/6085/indian-day-american-night</a></li><li data-bbox="803 382 1459 493">3. Tahir Shah, “Unholy Smoke,” Geographical. <a href="https://www.thefreelibrary.com/Unholy+smoke-a053964598">https://www.thefreelibrary.com/Unholy+smoke-a053964598</a></li></ol>
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