UW in India Syllabi
Spring 2016

1. Hindi language (coming soon!)
2. ‘People Doing Things’: Puja, Pilgrimage, and Pluralism
3. Urban Geography: Gender, Caste, Community
4. Culture or Language Tutorial
5. Directed Field Study
Program: UW in India
Course Title: 'People Doing Things': Puja, Pilgrimage, and Pluralism
Course Code: Pending
Total Hours: 45
Recommended Credits: 3
Suggested Cross Listings: Religious Studies/ Anthropology/ Cultural Studies
Language of Instruction: English
Prerequisites/Requirements: None

Description
The scholar of religion Charles Long once quipped that religion is just ‘people doing things.’ In its rich and vibrant religious landscape, India—and Varanasi as its holiest of cities—offers perhaps one of the most colorful and diverse array of religious practices in the world. Through the study and observation of puja, the multi-sensory act of worshipping, pilgrimage, the movement of bodies to and through Varanasi, and pluralism, the mostly peaceful but sometimes fraught co-existence of Hindus, Muslims, Sikhs, Jains, and Christians (to name a few) in this crowded, bustling, ancient city, students learn about people—Varanasi’s people—doing the things that matter most to them, that create meaning for them, and that define them.

By using the city as the classroom, and the texts of South Asian scholars who have used Varanasi as a basis for the understanding and theorizing of religion, students gain insight into the cultural, political, and religious dynamics that drive both modern and traditional India.

Objectives
The course is designed to expose students to the complexities of religious practice in India, using Varanasi as a lens. Students are expected to complete the course with substantial knowledge of religious practices and their cultural and socio-political resonances in India today.

In particular, students are expected to:
- Gain a strong, basic understanding of the histories and complex heterogeneity of religious practices across time and space in India
- Engage with the subject through the study of secondary as well as primary sources, in addition to extensive field explorations
- Strengthen their appreciation and understanding of their host context through discussions of their independent and group field explorations
- Gain a keen appreciation of the presence of religion in the everyday lives of the people around them through the observation of their own and their classmates' regularly maintained 'Journals on People Doing Things'
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- Develop their powers of critical thinking and analysis of the subject material by responding to selections from translated primary texts and participating in discussions about them.
- Hone their independent research skills by working on their ‘People Doing Things Presentations’.

Course Requirements
There are no pre-requisites for this course. Students may approach it with no or varying degrees of familiarity with the course material. However, given the complex and intense nature of the material, missing even one lecture, discussion or field trip could set a student back substantially in terms of their overall learning outcomes, so attendance will be strictly monitored. Apart from unavoidable absences due to illness or other emergencies, all absences could incur grade reductions.

All students – whatever their own personal religious affiliations or attitudes towards the practice of religion - will be expected to approach the course material with open-mindedness, enthusiasm and willingness to learn about the ways in which faith practices across geographical and other boundaries differ and yet are fundamentally focused on very similar human, spiritual quests and aspirations.

Course completion requirements will include participation in the following:
- Two weekly lectures
- One weekly discussion class, which may be set at a field location
- Several intense, directed as well as independent field excursions of varying lengths that will match up with specific topics covered by the syllabus
- Weekly posts on a course blog that will each include a photograph and a short, descriptive caption that captures an example of the everyday practice of religion – such as a picture of Lakshmi, the goddess of wealth, on a shop wall; or a religious slogan painted in technicolour on the back window of a taxi
- Discussions of a range of textual, photographic, audio-visual and online resources
- Independent research on an aspect of religion not covered in the class, which will result in an end-of-term presentation

Methods of evaluation
Exam #1........................................................................................................20%
Exam #2........................................................................................................20%
People Doing Things Journal........................................................................20%

Each student will make 10 contributions to an online forum through the semester; each contribution will include a photograph and a short note (150-300 words) on one interesting observation s/he has made of the practice of everyday religion in India.

Discussions of readings....................................................................................20%

Students will be required to respond to or participate in discussions of pre-assigned readings; the discussion will generally hinge on a specific prompt related to a primary text in translation.

Final Paper (10-12 pages).................................................................................20%
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Primary texts
Ambedkar, Dr B.R. 1917: http://www.columbia.edu/itc/mealac/pritchett/00ambedkar/bt_ambedkar_castes.html
Armstrong, Karen 2000: 'The Prophet (570-632)' from 'Beginnings' in Islam: A Short History
Eaton, Richard M. 2006: India's Islamic Traditions
Fernando, Leonard and G. Gispert-Sauch 2004: Christianity in India: Two Thousand Years of Faith
Guha 2010: Makers of Modern India: Chapter Sixteen, 'The Hindu Supremacist M.S. Golwalkar'
Lewis, Bernard 2000: Islam in History
Lopez, Donald S., Daniel S. Lopez and Donald S. Lopez Jr., ed.: Religions of India in Practice
Long, Jeffery D 2010: Jainism: An Introduction
Narayanan, Vasudha: 'Gender in a Devotional Universe', in Flood, Gavin, ed., The Blackwell Companion to Hinduism
Omvedt, Gail 2003: Buddhism in India: Challenging Brahmanism and Caste
Omvedt, Gail 2003: 'The Defeat of Buddhism in India' and 'After Buddhism: The Bhakti Movements', in Buddhism in India: Challenging Brahmanism and Caste
Rajagopal, Arvind 2001 'Conclusion', in Politics after Television: Hindu Nationalism and the Reshaping of the Public in India
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Robinson, Rowena and Joseph Marianus Kujur 2010: Margins of faith: Dalit and Tribal Christianity in India
SarDesai, D.R. 2008: India: The Definitive History
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Sen, Shikha 2011: Anek Ramayan (privately produced movie)
Singh, Khushwant 1952: The Sikhs
Thapar, Romila 1992: Interpreting Early India
Thapar, Romila 2002: The Penguin History of Early India: from the Origins to AD 1300, Chapter 4, ‘Narratives of Beginnings’
Tully, Mark and Satish Jacob 1985: Amritsar, Mrs Gandhi’s Last Battle
Williams, Raymond B. 1996: ‘The Holy Man as the Abode of God in the Swaminarayan Religion’

Supplementary texts
Recommendations for supplementary texts that relate specifically to each student’s particular presentation topic will be made as necessary, in consultation with the student and local experts in the chosen field.

Outline of Course Content
Every topic will be supplemented by field visits to relevant locations. One to three weeks is spent on each of the below topic.

Topic 1: Early spiritual traditions:
- Fertility rites
- Possible spiritual practices of the Indus-Saraswathi River Civilizations
- Mother Goddess worship
- Interface with early Vedic religion

Topic 2: Hinduism:
- Possible origins
- Brahmanism and Sramanism
- Philosophy and basic precepts
- The Vedic Age and the first ‘Hindu’ texts
- The possible origins and development of caste as a concept
- Introduction of the tripartite system of gods;
- Saivism and Shakta,
- Concepts of gender in Hindu traditions;
- Vaisnavism

Topic 3: Buddhism
- The life of the Buddha
- Origins
- Guiding principles and philosophy
- Historical trajectories
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- the Buddha’s sermons.

Topic 4: Jainism
- The life of Mahavira Vardhamana;
- Origins
- Guiding principles and philosophy
- Historical trajectories
- Jainism today
- Buddhism as it fades
- Hindu Brahmanism responds to challenges from Sramanic Buddhism and Jainism
- Women and Bhakti

Topic 5: Sikhism
- Origins and history
- The life of Guru Nanak
- The tradition of the Gurus,
- Sikh philosophy
- Sikhism in Modern India
- Islam in India

Topic 6: Mystic Islam in India
- Sufi traditions

Topic 7: Islam’s interface with the other faiths of India:
- The rise of militant religious groups, with special focus on Hinduism and Hindutva
- Economic liberalization
- Liberalized media and Hindutva
- Women and Hindutva

Topic 8: Guru traditions within Hinduism

Topic 9: Religion, politics and the law in modern India

Topic 10: Other faiths present in India; everyday practices of religion in India
- Judaism
- Christianity
- Zoroastrianism
- the Bah’ai faith
- Other faith traditions present in the country
Program: UW in India
Course Title: Urban Geography: Gender, Caste, Community
Course Code: Pending
Total Hours: 45
Recommended Credits: 3
Suggested Cross Listings: Anthropology, History, Religious Studies, Sociology, Geography, Urban Studies, Women and Gender Studies
Language of Instruction: English
Prerequisites/Requirements: None

Description
This multi-disciplinary course unfolds Varanasi’s many layers through the lens of gender, caste, and community. How does the built landscape intersect with the geography of identity? How are gender, caste, and class articulated within the urban space? How do we tease out the many cities within the city—temporally, spatially, and culturally? In bringing together the tools of urban studies, women’s and gender studies, ethnography and sociology, and blending classroom instruction with faculty-led field visits, this course offers students an opportunity to carefully observe, question, and explore their new surroundings, and to develop nuanced, thoughtful techniques to understand and skillfully navigate it.

Objectives
This course will use a variety of tools, including physical exploration and mapping, direct observation, conversations and experiential learning, as well as historical and ethnographic texts, to develop students’ familiarity and relationship with the ancient city that will be their home for a semester or more.

By the end of the course, students are expected to:

- Be able to navigate the dense and winding gulleys, to correctly identify distinct ghats and their unique histories, and to distinguish historical layers that have grown up around (and on top of) this older core;
- Be able to describe and analyse distinct communities in Varanasi as they are defined geographically and temporally, and to be able to understand them through the lenses of caste and gender;
- Use their understanding Varanasi to attempt to theorize about cities, their varying historical and cultural lives, and about patterns of urbanisation in general.
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Course Requirements
There are no pre-requisites for this course. Students are expected to approach this complex, often difficult, always interesting city with energy and a spirit of adventure, and also be prepared to read through and critically analyse textual material about the city. Given the multi-level approach to learning employed by the course, missing even one session could set a student back substantially in terms of learning outcomes. Therefore, all absences, apart from unavoidable ones resulting from illness or other emergencies, could result in grade reductions.

Course completion requirements will include the following:
- Attendance and participation in class
- Participation in all field-based activities and excursions
- Weekly submissions of short responses to readings as assigned
- A regular mapping exercise: on an almost weekly basis every week, students add one new location they have visited in Varanasi, along with a brief caption or other resource (a photo, audio or video clip), to a personalized map of the city
- A regularly-maintained journal of impressions about the city
- Two exams

Methods of evaluation
- Responses to and participation in discussions about readings......................... 20%
- Map posts.............................................................................................................. 20%
- City Journal posts............................................................................................... 20%
- Exam I............................................................................................................... 20%
- Exam II.............................................................................................................. 20%

Primary Texts
Banks, Marcus and Howard Morphy 1999, Rethinking Visual Anthropology, Yale University Press
Dodson, Michael S. 2012, Banaras: Urban Forms and Cultural Histories, Taylor & Francis
Eck, Diana 1998, Banaras: City of Light, Columbia University Press
Eck, Diana 1993, Encountering God: A Spiritual Journey from Bozeman to Banaras, Beacon Press
Singh, Rana P.B 2004, Cultural Landscapes and the Lifeworld: Literary Images of Banaras, Indica

Outline of Course Content
Each of the topics listed below will be supplemented by group field visits as well as structured individual explorations; each topic will be covered over 2-4 weeks.
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Topic 1: Varanasi as imagined geography
- Focus on references to the city in mythology and early literary traditions
- Relevance of the city to early India

Topic 2: Early historical geographies
- Varanasi as a site of sun worship?
- Buddhist and Jain Varanasi

Topic 3: Varanasi through the medieval period
- Early Hindu and Islamic traditions, and ways in which they added shape and texture to the city’s layout and emerging visual landscapes

Topic 4: Early modern and colonial Varanasi
- Focus on how much of the city as we now know it was part of a deliberate politico-religious project of the late 18th, 19th and early 20th centuries

Topic 5: Cities with a city: explorations of the many distinct neighbourhoods of the city
- The city’s distinct regional enclaves, and the ways in which traditions that belong to faraway and often long-forgotten parts of the country are maintained in local enclaves
- Divisions along religious and/or professional lines
- Divisions along caste and gender lines
- The Varanasi of the pilgrim and the tourist
- How all the different cities interface or co-exist with each other

Topic 6: Modern Varanasi
- Newer layers, and how they interact with the old
- Newer divisions and interfaces

Topic 7: Modern Varanasi: issues
- The environment
- Pollution and the River Ganga (Ganges)
- Crowd management on the ghats
- Urban planning and the growing city
Description
The Directed Field Study (DFS) component serves as the centerpiece of the program curriculum, allowing students to customize their focus according to their academic interests and complete a formal research project that can contribute to their future academic and professional goals.

Research is conducted under close academic supervision, with guidance from local subject area experts and training in research methods and ethics. Students complete a formal research proposal, bibliography, and 20-page final paper, presenting their work to peers and program faculty at a final seminar. Throughout the semester, students also meet with their supervising faculty and subject area experts individually and in small groups.

Objectives
Through this course, students gain real field-based research skills, and create a high-quality academic product that they can leverage in their future academic and professional careers, while also gaining deep, nuanced understanding of a facet of their host context.

Students learn to:
- Formulate a viable research question
- Map out a strategy for answering it in a formal research proposal
- Implement that strategy, and modify it as needed
- Ensure that the research is sensitively and ethically conducted with regard to human subjects
- Develop a bibliography to inform and support the research, with guidance and input from subject area experts and the DFS faculty
- Process and analyze the results of their research
- Structure a 20-page paper to effectively convey their findings
- Present their findings in a presentation to peers
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Course Requirements
Students are expected to be academically motivated and self-directed, with a willingness to take direction from subject area experts and DFS faculty. They are expected to bring a clear sense of their own academic interests and a willingness to adjust their expectations according to what is possible and appropriate within the local context and semester-length timeframe.

Most of all, however, students are asked to bring a sense of joy and adventure to their work—this course is not only to train students in conducting high-quality field-based research, it is also to instill in them a love of it. The UW in India program has produced generations of some of the brightest scholars on South Asia, and much of this can be credited to the student-driven field-based research for which this program is known.

Specifically, students are expected to attend all class meetings and appointments with subject area experts, complete both required and supplementary reading, and complete all writing assignments. Students must meet the minimum required amount of hours in active research in the field, but are encouraged to spend as much time in the field as possible! Be sure to choose a topic you love. It can, and should, be the defining element of your experience.

Requirements are as follows:
- Weekly meetings with DFS faculty and/or subject area experts, as scheduled or required
- Completion of reading and writing assignments
- Preparation for class discussion
- At least two hours weekly of reading and literature review associated with your topic, beyond reading assignments required of the group
- At least three hours weekly of active field research. (Again, you are encouraged to choose something you love, and to spend as much time as you can at it!)
- A 3-5 page formal research proposal including: abstract, bibliography, timeline, Human Subjects Research statement and IRB approval if applicable.
- Journal/field log as assigned
- Mid-term report on progress
- 20-25 page final research paper
- Presentation of research to faculty and peers in final seminar

Methods of Evaluation

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<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Academic preparation</td>
<td>20%</td>
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<td>Research proposal</td>
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<td>Journal/Field Log</td>
<td>20%</td>
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<tr>
<td>Mid-term progress report</td>
<td>20%</td>
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<tr>
<td>Final research paper</td>
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Primary Texts


Supplementary Texts

In addition to the below selections of assigned reading for class meetings, students develop a bibliography tailored to their research topic in consultation with their DFS professor and subject area expert.


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Outline of Course Content

Week 1  Introduction to Directed Field Study. Overview of Timeline, Assignments, Evaluation. Role of DFS faculty and subject area experts. Choosing a topic. Formulating the research question. Research ethics. Do I need an IRB approval?

Week 2  Review of past student research. 1:1 meetings with DFS faculty to confirm topic. Beginning to think like an ethnographer. The field log, the journal. Varanasi as field site.

Week 3  Meetings with subject area expert. Choosing the field site. Preparing the research proposal.

Week 4  Present research proposal. 1:1 meetings with DFS faculty to discuss and finalize.

Week 5  Entering the field. The art of asking questions. The art of establishing relationships. Working with a field assistant.

Week 6  How does one both participate and observe? The location of the self in field-based research. The voice in which you write. Meeting with subject area expert.


Week 8  Gender, social stratifications, and boundaries in field research. Feminist, queer, multicultural ethnographies.


Week 10  Encountering roadblocks. Reframing questions. Tweaking and refining the strategy as research moves forward. Midpoint 1:1 with DFS faculty.

Week 11  Validating your findings: how to know it’s ‘real’?

Week 12  Capturing historicity in contemporary fieldwork. Meeting with subject area expert.

Week 13  How to trace a line from prior scholarship to yours. How to translate field experience into ‘findings.’

Week 14  Analysis and preparation of research. 1:1 Meeting with DFS faculty.

Week 15  Presentation of research in final seminar
Program: UW in India
Course Title: Tutorial
Course Code: Pending assignment by UW-Madison
Total Hours: Minimum of 45; variable according to subject area
Recommended Credits: 3
Suggested Cross Listings: Studio/Performing Arts, Internship, Hindi/Urdu Language
Language of Instruction: English
Prerequisites/Requirements: None

Description

Through three distinct tracks, the tutorial component serves to complement the focus of the Directed Field Study, engage a different set of interests, or allow the pursuit of more intensive language acquisition. The tracks are as follows:

- Studio and Performing Arts
- Internship / Practicum / Service Learning
- Intensive Language (Hindi or Urdu; other languages may be available upon request)

In all cases, the tutorial seeks to bring a hands-on, applied dimension to students’ academic interests. All tracks require substantial, sustained contact with and immersion into the host community. Though there are associated readings and writing assignments that are required for the completion of the course and the granting of academic credit, the tutorial focuses on the benefits of structured experiential learning.

Objectives

- Enhance understanding of a given academic area of interest through structured experiential learning.
- Gain hands-on competence in chosen area: studio or performing arts, language, or professional experience.
- Learn how to bring together first-person insights with supporting academic materials, combining personal reflection with critical engagement in writing.
- Develop an awareness of culturally-specific teaching and learning and/or working styles through student-guru or professional relationships.
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Course Requirements
The course is overseen and evaluated by the Tutorial faculty member, with components of student evaluation being submitted by subject area experts, language faculty, and internship supervisors as applicable.

Students meet with the Tutorial faculty member, on average, on a weekly basis. In addition, students are expected to observe the following schedules for their respective tracks:

- **Studio/Performing Arts**: 2 hours of instruction + 1-2 hours practice per week + 5 total hours with subject area expert
- **Internship/Service Learning**: 8-10 hours on-site each week + 3 total hours with subject area expert
- **Hindi/Urdu Language**: 2 hours of instruction + 2 hours structured field-based exercises per week

Each track has a separate associated reading list and assignments appropriate to the selected focus. An average of 2 hours of academic preparation outside of class or the internship placement is expected per week.

Students are evaluated according to the following:

- **Academic preparation** for each class meeting, demonstrated by command of the background material and ability to discuss it.
- **Demonstrated progress** in chosen area from one instruction session to the next, as evidence of engagement with the material outside the classroom.
- **Weekly journal** that chronicles the meeting of theory and practice in their chosen area of focus. Roughly 1-2 pages per week.
- **Final project or performance** presented at closing seminar.

Methods of Evaluation

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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Academic preparation</td>
<td>20%</td>
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<tr>
<td>Progress in mastery of material</td>
<td>20%</td>
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<td>Journal</td>
<td>20%</td>
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<tr>
<td>Mid-term reflection piece</td>
<td>20%</td>
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<tr>
<td>Final project or performance</td>
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Primary Texts
Reading lists are tailored to students' tutorial topics.

In addition to subject area-specific readings, however, a component of the tutorial addresses intercultural communication and experiential/embodied learning, for which the following are recommended reading:
CET Syllabus of Record


Supplementary Texts
Supplementary texts are determined according to the subject area of the tutorial. Reading lists are developed in consultation with subject area experts.

Outline of Course Content

**Week 1** Overview of tutorial: experiential, embodied learning vs. formal research project. How use it to support your Directed Field Study, or not. Introduction to studio/performing arts, internship, and language options.

**Week 2** 1:1 meetings with Tutorial Faculty to confirm choice of tutorial; small group meetings with subject area experts for each track.

**Week 3** Introduction to student-guru relationship, workplace culture in India, and field-based language acquisition. First meetings with guru, internship placement, field-based language instructor.


**Week 6** Meeting with subject area experts. Ongoing instruction/work/language acquisition.

**Week 5** The body as text. Ongoing instruction/work/language acquisition.

**Week 6** The city as text. Ongoing instruction/work/language acquisition.

**Week 7** Meeting with subject area experts. Ongoing instruction/work/language acquisition.

**Week 8** Mid-term reflection piece: the content, the process, the first-person.

**Week 9** Using the self as subject. Ongoing instruction/work/language acquisition.
**CET Syllabus of Record**

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<tr>
<th>Week 10</th>
<th>Moving towards the final project. How to write a critical reflective paper. Process vs. product for performance.</th>
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<tr>
<td>Week 11</td>
<td>Meeting with subject area experts. Ongoing instruction/work/language acquisition.</td>
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<tr>
<td>Week 12</td>
<td>Check-in on preparation for final presentation/performance. Ongoing instruction/work/language acquisition.</td>
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<tr>
<td>Week 13</td>
<td>Meeting with subject area experts. Ongoing instruction/work/language acquisition.</td>
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<tr>
<td>Week 14</td>
<td>Preparation of final presentations/performances. Ongoing instruction/work/language acquisition.</td>
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<tr>
<td>Week 15</td>
<td>Final presentations/performances.</td>
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