PEOPLES AND CULTURES OF SOUTH ASIA

Anthropology 326
Spring 2016
January 26-May 10, 2016
T & Th 2-3:15 pm, Sabin Hall G90

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Office hours: Th 9-11am & by appointment
Email: elbornst@uwm.edu -- when emailing always put Anthro 326 in subject heading

COURSE DESCRIPTION
This course is an anthropological exploration of social life in South Asia. We will investigate the interrelated themes of: families and persons, gender and performance, religion, distinction/caste/class, nationalism, and globalization through ethnographic and historical cases from India, Bangladesh, Pakistan, Sri Lanka, and Nepal. Lecture, readings, discussion, and films will focus on ethnographic attempts to write about and understand these themes. By learning about the ethnography of the region, students will gain knowledge about important contemporary theoretical debates in anthropology, which include: colonial history and its postcolonial implications, the politics of competing claims to represent peoples and places, and the social power of analytical categories.

PRE-REQUISITES
Satisfies L&S International req. Prereq: jr st; Anthro 102(R). Students enrolling in this course should have familiarity with basic concepts in the social sciences and should have taken at least some anthropology. Some prior knowledge of South Asia will be extremely helpful but is not required.

STUDENT EFFORT: This 3-credit course meets for 2.5 hours per week during the semester. Students are expected to spend an additional 6.5 hours per week reading, studying, and working on assignments to achieve the learning goals of this course. Important: The approximate 9 hour per week figure is a minimum for an average student. You may wish to, or need to, spend more time on coursework to achieve the learning goals and expected student outcomes of this course.

UNIVERSITY POLICIES: For a detailed description of university policies please see:
http://www4.uwm.edu/acad_aff/policy/begin_semester_memo.pdf

REQUIREMENTS
This course is a lecture/discussion course, with considerable attention devoted to in-depth discussion of assigned readings and films. You are expected to attend class regularly, keep up with the readings and to be prepared to participate in discussion. Participation (10% of your grade) includes oral presentations and participating in discussion. You will be required to submit 10 short summaries of at least one reading for an upcoming week during the course. Summaries are due in the D2L dropbox by Tuesdays at 2pm, before we discuss the readings in class. No late
summaries will be accepted. Summaries should include a 1-paragraph summary and 3 discussion questions; 10 reading summaries during the course are worth 30% of your grade. Only one reading summary may be handed in per week. In addition, you are required to write 3 short (4-5 pages) papers (60%) based on readings assigned for the course. See deadlines in syllabus. All papers must be submitted into the D2L dropbox in Word doc format, 12pt. double-spaced.

GRADUATE STUDENTS
In addition to the above requirements, graduate students will write a 10-12 page final research paper. Please see me to discuss possible topics. All graduate paper topics must be approved first.

REQUIRED READING
Two books are required for this course. They are available through the UWM bookstore and are on 2-hour reserve in the UWM library. You may also purchase the books used through online booksellers.
   -- Readings marked with an (*) on the syllabus, are available on the UWM D2L website.

RECOMMENDED READING
Recommended reading on the syllabus is for students who take interest in a topic and would like to explore it further. Graduate students should use the recommended readings as resources for their final paper.

READING SUMMARIES (see detailed instructions on following page)
*Reading summaries and discussion questions* should address the main points of a reading. As conceptual outlines, the summaries will be useful resources for the three papers you will write for the course. You are required to submit 10 summaries in the D2L dropbox (30% of your final grade/300 points). Only one summary is allowed per week. No summaries on course-book section introductions (see weekly schedule of readings). Summaries (30 points each) will be graded as follows: < 21 = needs improvement; 22-23 = average; 24-26 = good; 27-30 = excellent. Summaries will NOT be accepted via email.

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<thead>
<tr>
<th>Requirements</th>
<th>Breakdown</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Papers</td>
<td>3 papers (each paper is 200 pts, 20% of final grade)</td>
<td>60% 600 pts</td>
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<tr>
<td>Reading Summaries</td>
<td>10 summaries (30 points each)</td>
<td>30% 300 pts</td>
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<tr>
<td>Participation</td>
<td>Attendance and participation (100 points)</td>
<td>10% 100 pts</td>
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<tr>
<td>Total</td>
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<td>100% 1000 pts</td>
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Final Grade Scale
970 – 1000    A+
940 – 969    A
900 – 939    A-
870 – 899    B+
840 – 869    B
800 – 839    B-
770 – 799    C+
740 – 769    C
700 – 739    C-
670 – 699    D+
640 – 669    D
600 – 639    D-
< 599    F

Weekly Schedule of Lectures, Readings, and Discussion Topics

Course Introduction

Week 1:
1/26 & 28  Course introduction: contemporary ethnographies of South Asia
   -- Mines & Lamb, Introduction, pp. 1-6 (no summary on intro)
Film: Jama Masjid Street Journal (1979, 22 min)

Families & Persons

Week 2:
2/2   -- Part One Introduction, pp. 9-13
   -- (*) Ramanujan, A.K., “Is there an Indian way of thinking? An informal essay”. In India through Hindu Categories. McKim Mariott, ed. (Sage 1990)
2/4   -- Ch 1. Wadley, One Straw from a Broom Cannot Sweep
   -- Ch 2. Jeffrey & Jeffrey, Allah Gives Both Boys and Girls
Film: Dadi’s Family (1979, 46 min)

Week 3:
   -- Ch 4. Kapur, Rethinking Courtship, Marriage, and Divorce in an Indian Call Center
2/11  -- Ch 5. Lamb, Love and Aging in Bengali Families
Film: Monsoon Wedding (2001, 114 min)

Gender & Performance

Week 4:
2/16   -- Part Two Introduction, pp. 75-79 (no summary on intro)
   -- Ch 6. Gold, New Light in the House: Schooling Girls in Rural North India
2/18 -- Ch 7. Seizer, Roadwork: Offstage with Special Drama Actresses in Tamil Nadu, South India
     -- Ch 8. Gamburd, Breadwinners No More: Identities in Flux
*Film: Keep Her under Control: Law’s Patriarchy in India (1998, 52 min)*

**Week 5:**
2/23 -- Ch 9. Nanda, Life on the Margins
2/25 *Film: Made in India* (1999, 55 min)

**PAPER #1 (Family & Gender) due: midnight, Friday 2/26 in D2L dropbox**

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**Distinction, Caste, & Class**

**Week 6:**
3/1 -- Part Three Introduction, pp. 145-152
     -- Ch 11. Seven Misconceptions about India’s Caste System
     -- Ch 13, Viramma, High and Low Castes in Karani
*Film: Gandhi* (1964, 26 minutes)

**Week 7:**
     -- Ch 15. Dickey, Anjali’s Alliance: Class Mobility in Urban India
3/10 -- Ch 16. Lukose, Recasting the Secular: Religion and Education in Kerala, India

**Spring break March 13-20 no class**

**Week 8:**
3/22 & 24 *Joothan: an Untouchable’s Life*. Omprakash Valmiki. Read first ½ this week:
     Introduction & pages 1-51 (summary due 3/22)

**Week 9:**
3/29 & 31 *Joothan: an Untouchable’s Life*. Omprakash Valmiki. Read second ½ this week:
     pages 53-154 (summary due 3/29)

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**Religion**

**Week 10:**
4/5 -- Part Four Introduction, pp. 219-225 (no summary on intro)
     -- Ch 17. Mines, The Hindu gods in a South Indian Village
4/7 -- Ch 18. Marriott. The Feast of Love
     -- Ch 19. Gutschow, The Delusion of Gender and Renunciation in Buddhist Kashmir
*Film: Devi* (1960, 93 min)
**Week 11:**
4/12 -- Ch 20. Marsden, Muslim Village Intellectuals: The Life of the Mind in Northern Pakistan
  -- Ch 21. Khan, In Friendship: A Father, a Daughter, and a Jinn
4/14 -- Ch 22. Flueckiger, Vernacular Islam at a Healing Crossroads in Hyderabad
*Film*: Hinduism 330 million Gods (1977, 52 min)

**PAPER #2** (Distinction & Religion) due: midnight, Friday 4/15 in the D2L dropbox

**Nationalism**

**Week 12:**
4/19 -- Part Five Introduction, pp. 309-313 (no summary on intro)
  -- Ch 23. Butalia, Voices from the Partition
4/21 -- Ch 24. Ring, A Day in the Life
  -- Ch 25. Menon, Living and Dying for Mother India: Hindu Nationalist Female Renouncers and Sacred Duty
*Film*: Amu (2005, 98 minutes)

**Week 13:**
4/26 -- Ch 26. Bate, Political Praise in Tamil Newspapers: The Poetry and Iconography of Democratic Power
  -- Ch 27. Lynch, Mala’s Dream: Economic Policies, National Debates and Sri Lankan Garment Workers
4/28 -- Ch 28. Trawick, Interviews with High School Students in Eastern Sri Lanka

**Globalization & Diaspora**

**Week 14:**
5/3 -- Part Six Introduction, pp. 399-405 (no summary on intro)
  -- Ch 29. Pandian, Cinema in the Countryside: Popular Tamil Film and the Remaking of Rural Life
5/5 -- Ch 30. Mankekar, Dangerous Desires: Erotics, Public Culture, and Identity in Late-Twentieth-Century India
  -- Ch 31. Richaman, A Diaspora Ramayana in Southall
  -- Ch 32. Hall, British Sikh Lives, Lived in Transition
*Film*: Made in India (2010)

**Week 15:**
5/10 -- Ch 33. Radhakrishnan, Examining the “Global” Indian Middle Class: Gender and Culture in the Silicon Valley/Bangalore Circuit
  -- Ch 34. Narayan, Placing Lives through Stories: Second-Generation South Asian Americans
  -- Ch 35. Daniel, Unexpected Destinations

**PAPER #3** (Nationalism & Globalization) due: midnight, Friday 5/13 in the D2L dropbox

**Graduate Students**: Final paper due Sunday, May 15, midnight in the D2L dropbox
**Reading Summaries:**
The reading summaries are brief – one paragraph, typed WORD documents ONLY - summaries of assigned articles. These summaries are aimed to serve as resources for the papers you write in this class. You are required to upload 10 summaries during the course in the D2L dropbox. Only one summary is allowed per week. Summaries can address one or more of the assigned readings for the week. They are due in the D2L dropbox by **Tuesday at 2pm**, before we discuss the reading in class. Absolutely NO late summaries will be accepted. One goal of this weekly task is to help you learn to read highly detailed ethnographic material and to recognize the main points. Ten reading summaries will constitute 30% of your final grade. Summaries (30 points each) will be graded as follows: 27-30 = excellent; 24-26 = good; 22-23 = average; < 21 = needs improvement. **Summaries will NOT be accepted via email.**

Here are a few suggestions that may help you to write the summaries:
- While reading, ask yourself: what is the main point? What is the author trying to say?
- You may have to read the article more than once, the first time quickly to see the structure of the author's argument, and the second time in more close detail.
- Write on the page. Do not highlight entire paragraphs. Writing on the page gives you visual markers and helps you to engage with the reading.
- If something is confusing, put a question mark in the margin of the reading. If you agree or don't agree with something, also, write it in the margin. These comments will help you critically engage with the material and you can use them in the discussion question part of the assignment.
- Outline the reading. This will help you to see the logic of the argument and to summarize it in one paragraph. Keep the outline for study purposes later.

**Your summaries should include the following:**
**SUMMARY PARAGRAPH:**
Begin with a summary of the main points of the article. What is the main argument that the author is making? What are the most important ideas? Sometimes, there will be an abstract on the first page of the assigned reading - **DO NOT COPY** this paragraph - that is plagiarism. Your summary paragraph should be in your own words and should represent what you think are the main points. If you were to describe the reading to a friend who had not read it, how would you describe it?

**DISCUSSION QUESTIONS (3 per week):**
This part of the assignment is aimed to help you engage critically with the reading. Use your engagement to develop discussion questions for class. Try to go beyond what you think of the reading – for example whether you liked it or not – to question how the concepts in the reading relate to other concepts we have discussed in class, in lecture, other readings, or the films. Are there things that are confusing or striking in the article? Are there ideas that interest you?
**Recommended reading** (for graduate students and interested undergraduates)

This reading is not required and is not on reserve in the library (though it is available through the library). These are just a few selections from a very partial list. Please talk to me if you would like recommendations for more sources on a particular topic.

**FAMILIES & PERSONS**
Mines & Lamb, Introduction, pp.7-10

**GENDER & PERFORMANCE**

**DISTINCTION, CASTE & CLASS**

**RELIGION**

**NATIONALISM**

**GLOBALIZATION & DIASPORA**