

SOCIOLOGY OF SOUTH ASIA (Fall 2023)

(SYA4930, # 27915, Section 465R)

Class: T: 10:40-11:30 Period 4

R: 10-40-11:30 & 11:45-12:35 (Period 4-5)

Location: Turlington, Room 2322

Instructor:

Dr. Ravi Ghadge (phonetically, ghaad gay; he/him/his)

Department of Sociology and Criminology & Law

Office: 3111 Turlington Hall

Office hours: MWF 1:55-2:45 AM in person or by appointment on Zoom

E-mail: **ravighadge@ufl.edu**

(E-mail is the preferred way to contact me. Please include your full name and the course title in your subject line)

Course description

South Asian societies have distinct histories and important links to the U.S. and the global community. This course examines social change and development in South Asian societies through a historically informed analysis of social institutions in the region. Some key themes explored include contested histories, identity politics and nationalism, democratization, growth, poverty, and inequality. The course includes case studies from Afghanistan, Bangladesh, Bhutan, Nepal, Pakistan, and Sri Lanka, but its main focus is on India.

Course objectives

By the end of the course, students will:

- Explain the unique socio-historical factors that shape South Asian societies and cultures.
- Analyze South Asia's historical development and transformation of social institutions such as caste, religion, ethnicity, and class.
- Critically examine social development in South Asia through the interrelationship between growth, poverty, and inequality.

As we read and produce social research, the class may be particularly interesting to those considering a career in government, the not-for-profit community, consulting, academia, law, business, or education. People in these professions are frequently responsible for summarizing, analyzing, and conducting research. This is also undoubtedly useful for anyone considering an advanced degree in social science. But again, this is a course designed for anyone interested in improving their interpretation, analysis, and argumentation skills.

Course Format

- This course is entirely in-person. I will use a combination of several methods of instruction. Class meetings will comprise lectures, in-class activities, discussions, and films. Class participation is an essential component of the learning process for this course. Students are expected to read all the assigned reading materials **before** class and be prepared to participate in class discussions. To perform well in this course, it is crucial that you read the assigned readings carefully, take copious notes in class, and review the material regularly.
- We will also make use of Canvas/e-learning. The instructor will post lecture presentations and other class materials in the course's Canvas shell. You are responsible for regularly checking e-Learning for updates, discussions, instructions, posted lecture notes, and many other resources. Students can learn more about Canvas and other technologies by visiting [UF's e-learning website](#). The [UF Computing Help Desk](#) is available to help troubleshoot technical issues.

Readings: All the following required reading material is available on Canvas

- Arian, Farhad, "Afghanistan: Ambiguity of Situation versus Transition Process." *Afghanistan Insititute for Strategic Studies*.
- Bacchetta, Paula. 2000. "Reinterrogating Partition Violence: Voices of Women/Children/Dalits in India's Partition." *Feminist Studies* 26(3): 567-85.
- Boivin, Nicole. "Anthropological, historical, archaeological and genetic perspectives on the origins of caste in South Asia." Pp. 341-361 in *The Evolution and History of Human Populations in South Asia*, edited by M.D. Petraglia and B. Allchin. Springer.
- Bose, Sugata and Ayesha Jalal. *Modern South Asia: History, Culture, Political Economy*. Routledge: London and New York.
- Brosius, Christiane and Nicolas Yazgi. 2007. "Is there no place like home? Contesting cinematographic constructions of Indian diasporic experiences." *Contributions to Indian Sociology* 41(3): 355-86.
- Coleman, Leo. 2011. "Transnational India: Diaspora and Migration in the Anthropology of South Asia." In *A Companion to the Anthropology of India*, edited by Isabelle Clark-Decès edited. Blackwell Publishing.
- Dreze, Jean and Amartya Sen. 2013. "A New India?" Pp. 1-16 in *An Uncertain Glory: India and its Contradictions*. Princeton University Press: Princeton and Oxford.
- Dreze, Jean and Amartya Sen. 2013. "Integrating Growth and Development?" Pp. 17-44 in *An Uncertain Glory: India and its Contradictions*. Princeton University Press: Princeton and Oxford
- Falzon, Mark-Anthony. 2004. "Paragons of Lifestyle: Gated Communities and the Politics of Space in Bombay." *City and Society* 16(2): 145-67.
- Fernandes, Leela. 2000. "Restructuring the New Middle Class in Liberalizing India." *Comparative Studies of South Asia, Africa, and the Middle East* 10(1/2): 88-104.
- Friedman, Thomas. 2007. "It's a Flat World, After All"
- Ganguly, Debjani. 2005. "Urban Dystopias and New Gods: Readings from Marathi Dalit Literature" Pp. 176-201 in *Caste, Colonialism, and Counter-modernity: Notes on a postcolonial hermeneutics of caste*. Routledge: London and New York.

- Ganguly, Sumit. 2004. "The Crisis of Indian Secularism." *Journal of Democracy* 14(4): 11-25.
- Gellner, David. 2007. "Democracy in Nepal: four models." *Seminar* 576: 50-56.
- Gupta, Dipankar. 2005. "Caste and Politics: Identity Over System." *Annual Review of Anthropology* 21: 409-27
- Guru, Gopal. 2009. "Archaeology of Untouchability." *Economic and Political Weekly* 44(37): 49-56.
- Harris, J. 2005. "Emerging Third World Powers: China, India, and Brazil." *Race and Class* 46(3): 7-27. (Only read pages 16- 20).
- Jaffrelot, Christopher. 2007. "Introduction: Invention of an Ethnic Nationalism." Pp. 3-25 in *Hindu Nationalism*, edited by Christopher Jaffrelot. Princeton University Press: Princeton.
- Kabeer, Naila. 1997. "A Thrice Partitioned History." *Index on Censorship* 6: 59-66.
- Kabeer, Naila. 1991. "The Quest for National Identity: Women, Islam and the State in Bangladesh." *Feminist Review* 37: 38-58.
- Kamdar, Mira. 2008. "60,000 Villages." Pp. 143-160 in *Planet India: The Turbulent Rise of the Largest Democracy and the Future of Our World*. Scribner.
- Münster, Daniel and Christian Strümpelly. 2014. "The Anthropology of Neoliberal India." *Contributions to Indian Sociology* 48(1): 1-16.
- Niestroy, Ingeborg, Armando García Schmidt, and Andreas Esche. 2013. "Bhutan: Paradigm Matters." Pp. 55-80 in *Winning Strategies for a Sustainable Future*. Verlag Bertelsmann Stiftung.
- O'Hanlon, Michael, "The Other Afghan Transition." *Survival: Global Politics and Strategy* 54(5): 101-09.
- Paik, Shailaja. 2011. "Mahar–Dalit–Buddhist: The history and politics of naming in Maharashtra." *Contributions to Indian Sociologist* 45(2): 217-41.
- Palat, Ravi. 2009. 'Rise of the Global South and the Emerging Contours of a New World Order.' Pp. 39-60 in Jan Nederveen Pieterse and Boike Rehbin (eds.) *Globalization and Emerging Societies: Development and Inequality*, London: Palgrave Macmillan.
- Pandey, Gyanendra. 1997. "Partition and Independence in Delhi: 1947-48." *Economic and Political Weekly* 32(36): 2261-72.
- Radhakrishnan, "Examining the 'Global' Indian Middle Class"
- Shahrani, Nazif. 2002. "War, Factionalism, and the State in Afghanistan." *American Anthropologist* 104(3): 715-22.
- Suhrke, Astri. 2007. "Reconstruction as Modernisation: the 'post-conflict' project in Afghanistan." *Third World Quarterly* 28(7): 1291-1308.
- Thapa, Ganga B. 2009. "From Insurgency to Democracy: The Challenges of Peace and Democracy-Building in Nepal." *International Political Science Review* 30(2): 205-19.
- van der Veer, Peter. 2002. "Religion in South Asia." *Annual Review of Anthropology* 31: 173-87.
- Wagner, Christian and Nishchal N. Pandey, "A Fresh Start in Nepal."
- Walcott, Susan. 2011. "One of a kind: Bhutan and the modernity challenge." *National Identities* 13(3): 253-65.
- Wickramasinghe, Nira. 2009. "Sri Lanka's Independence." Pp. 41-51 in *South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka, and Nepal*, edited by Paul Brass. Routledge: Florence, KY.

Course Policies

Class Protocol: Please be mindful of the following

- Please do not crosstalk during lectures, when someone is speaking or asking a question, or when we are watching a film or a video.
- Avoid walking in late or leaving the class early, as it disrupts the class proceedings.
- Please come to class prepared to complete in-class writing assignments.

Classroom Environment—People learn best when encouraged to ask questions and express their diverse opinions on course content, including images, texts, data, and theories from across disciplines. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses where students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to classroom discussions of facts, ideas, and opinions—including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. Students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas in response to challenging material. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the University of Florida's mission, which includes exploring intellectual boundaries, creating new knowledge, and pursuing new ideas. Therefore, to ensure that we have an effective classroom that is conducive to learning, we need to establish specific **ground rules**:

- We will create a safe atmosphere in the classroom that is conducive to learning.
- We will respect others and their ideas even when we disagree with someone during class or online discussions. We will respond to *ideas* rather than personally attacking or labeling the *person* expressing them.
- Our questions should show consideration for your audience, and our answers should show some knowledge and context for the discussed topic.
- We will not dominate class discussions.
- We will not discriminate, harass, or intimidate another student(s).
- We will respect the instructor's role as the class moderator and facilitator.
- We will observe other common-sense courteous behavior in class and during online discussions.

I reserve the right to act against consistently disruptive students according to legal and university guidelines.

Office Hours—If you need clarification or do not understand what we discussed in class, I am available to discuss anything with you during my office hours or over Zoom by appointment. I am happy to explain anything you do not understand or are having trouble with but come prepared with specific questions.

E-mail Policy: Students can contact me via email on my university account (ravighadge@ufl.edu) or through Canvas. However, I prefer that you contact me via my e-mail. In every email, please write your full name and the course title in the subject line. This helps me quickly identify you. I will do my best to reply to emails in a timely fashion. There is one exception: any email sent in the afternoon on a Friday or other non-business day will be responded to on the following business day.

Class Participation and Excused Absences: Class participation is an essential component of the learning process for this course. Students must complete the assigned readings **prior to** class. Keeping up with the readings and attending classes regularly is critical in performing well on assignments and achieving a good grade.

Students who miss classes for excused absences must email the instructor to arrange any make-up work as soon as their condition permits. To be excused, medical situations must be documented (such as a signed physician’s form). Consistent with university policies, make-up work will be allowed for excused absences, as defined by UF policy, which includes illness, religious holidays, university activities, and military obligations.

Classes will be conducted in a mixed format (lecture-discussion). The instructor will provide a context-setting lecture, and students should come prepared with questions from readings – the two will form the basis of structured discussions.

Grading

Assessment	Due Date	Percentage of Final Grade
Attendance and Participation	Throughout semester	10%
Reading Responses	Throughout semester	30%
Integrative Essays (2@10% each)		20%
Research Project (30%)	Proposal & Rationale: Sep 21	2.5%
	Annotated bibliography: Oct 5	2.5%
	Extended draft: Oct 24	5%
	Final Paper: Dec 5	20%
Research Presentation	Nov 14, 16, 21, 28, 30, and Dec 5	10%
Total		100%

Attendance and Class Participation (10%): Students are expected to come to each class prepared to discuss the assigned reading(s). If you are uncomfortable speaking aloud in class please let me know early in the semester. You are allowed to miss three classes without affecting your overall attendance and class participation grade. The following scale will be used to evaluate participation in each class session:

100	Excellent contribution, demonstrated knowledge and engaged reflection with the reading(s)
85	Good contribution, demonstrated knowledge of the reading(s)
75	Moderate contribution, demonstrated superficial knowledge of the reading(s)

65	No contribution related to the reading(s)
0	Did not attend class

Reading Responses (30%): To encourage deeper engagement with the material and to facilitate effective discussion in class, you will submit a short response on the assigned readings for the week. The reading responses must contain:

- 1) A short (max 500 words) reflection on the reading(s)
- 2) Two open-ended questions at the end of their response

The response is due by 7 pm on Canvas the day prior to our Tuesday and Thursday meetings. Therefore, your reading response for Tuesday’s reading will be due on Monday at 7 pm and for Thursday’s reading on Wednesday at 7 pm.

Your response must highlight your engagement with the reading, which can take several forms: agreeing or disagreeing with the main argument/point/finding/etc. and explaining why, comparing and contrasting the key ideas relative to other/prior readings; or considering the implications of the readings in other contexts (such as your own experience, other sociological studies, etc.). The open-ended questions are intended to generate a good discussion in class the next day and to get a sense of what part of the reading requires more elaboration.

Some readings may be conceptually difficult and seem dry or overly technical. Please give yourself enough time to read and digest the material. If you find some technical or quantitative portion of the reading difficult to comprehend, you may skim them and focus on the nontechnical part, including the key findings and conclusions.

You can miss two reading responses, after which any missing assignments will adversely affect your grade. Your responses will be graded according to the following rubric:

5	Engaged reflection upon the reading(s)
3	Basic familiarity of the reading(s)
1	Negligible knowledge or comprehension of the reading(s)
0	No response

Integrative Essays (20%): You will be assigned two integrative essays with specific prompts that will allow you to engage and reflect on the materials covered in class. The integrative essays will evaluate your comprehension and ability to integrate diverse class material. Each essay will be 2-3 pages long (2 full pages minimum). Please proofread your essays before submitting them. I will consider grammatical and spelling errors while grading your reflection papers. Please note that collaboration on tests is a form of academic dishonesty and, if noted, will be pursued per the university’s honesty policy regarding cheating and plagiarism, as discussed in the University’s Conduct Code. More information on this assignment will be provided in class.

Take Home Essays	Date Assigned	DUE @ 11:59 pm on
------------------	---------------	----------------------

		Canvas
Integrative Essay #1	Sep 5	Sep 12
Integrative Essay #2	Oct 10	Oct 17

Research Project (30%): Students will submit an 8-10 pages original research paper on a topic of their choice (the topic must relate to South Asia). The research project involves a creative presentation of your research in class and a final paper. The paper should be 8-10 pages long (12-inch font, double-spaced), and you must use at least 10 academic journal articles/books for the paper, out of which 3 can be from the material used in class (therefore, at least 7 have to be outside the class material based on your original research). The topics can relate to any issues/themes covered in class.

Students will hand in components of the paper throughout the semester to maintain steady progress of the research paper. The schedule of assignments and due dates are as follows:

1. **Sep 21:** 1-2 page Paper Proposal and Rationale due on Canvas (2.5%). In the proposal, you should provide a title, a clear rationale for the topic and its importance, and your strategy for gathering information about the topic
2. **Oct 5:** Annotated bibliography, a minimum of 5 sources due on Canvas (2.5%)
3. **Oct 24:** A 3-4 page extended paper draft due on Canvas (5%). This paper should have all the sections of the paper neatly fleshed out, and you should have gathered enough material for a coherent presentation in class.
4. **Dec 5:** Final paper to be submitted on Canvas (20%)

A detailed assignment rubric will be available on Canvas.

Research Presentation (10%): You will do a short poster-style presentation (5 mins) summarizing your social inequality research paper findings. The presentations are scheduled during the last two weeks on Nov 27, Nov 29, Dec 1, Dec 4, and Dec 6.

Grading Scale

A	94.0–100	C	74.0–76.9
A-	90.0–93.9	C-	70.0–73.9
B+	87.0–89.9	D+	67.0–69.9
B	84.0–86.9	D	64.0–66.9
B-	80.0–83.9	D-	60.0–63.9
C+	77.0–79.9	E	≤ 59.9

Please be aware of your grade trajectory throughout the semester, and if you are concerned about your grade at any point, you should speak to me about it during office hours as soon as possible. **I will not round up final grades.** Also, be aware that Canvas is only a medium for me to display your assignment and test scores. Even though Canvas calculates your overall grade, you should always calculate your grade to verify that it is correct.

UF Policies

Academic Misconduct

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies the number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). Please consult with the instructor or TAs in this class if you have any questions or concerns.

In-class Recording

Per UF policies, students are permitted to record video or audio of class lectures, although the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal, educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or preparation for, a criminal or civil proceeding. All other purposes are prohibited. Students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Online Evaluation Policy

Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available on the [GatorEvals page](#). Students will be notified when the evaluation period opens. They can complete evaluations

through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students on the [GatorEvals Public Results page](#).

Classroom Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [Click here to get started with the Disability Resource Center](#). You must share your accommodation letter with me and discuss your access needs as early as possible in the semester.

Student Complaints Policy

If students have concerns about classroom issues, disagreements, or grades, their first point of contact is the classroom instructor, whose contact information appears on the syllabus. If the problem cannot be resolved, the student should email the next departmental contact: in classes with TAs, this is the instructor of record; in classes without TAs, this may be the departmental course coordinator or the department chair. Their contact information can be found on the syllabus or the [department website](#). Email to the departmental contact should include a clear description of the student's concern and supporting documents. Most concerns are resolved at this level. If a resolution cannot be reached at the departmental level, the student will be referred to the [Office of the UF Ombuds](#).

Helpful Campus Resources

Health and Wellness

- Visit the [Counseling and Wellness Center website](#) or call (352) 392-1575 for information on crisis and non-crisis services.
- Call (352) 392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- Visit the [UF Police Department website](#) or call (352) 392-1111 (or 911 for emergencies).
- For immediate medical care, call (352) 733-0111 or go to the emergency room at 1515 SW Archer Road; Visit the [UF Health Emergency Room and Trauma Center website](#) for more information.

Academic Resources

- Contact the [UF Computing Help Desk](#) at (352) 392-4357 or via e-mail at helpdesk@ufl.edu for E-learning technical support.
- For career assistance and counseling services, visit the [Career Connections Center](#): Reitz Union Suite 1300, (352) 392-1601.
- [Library Support](#): Various ways to receive assistance with using the libraries or finding resources.

- For general study skills and tutoring, visit the [Teaching Center](#): Broward Hall, (352) 392-2010 or (352) 392-6420 to make an appointment.
- For help brainstorming, formatting, and writing papers, visit the [Writing Studio](#): 2215 Turlington Hall, 352-846-1138.
- [Student Complaint Campus](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

South Asia Resources

- [SARAI \(South Asian Resource Access on the Net\)](#). Columbia University Libraries.
- [South Asia Resources page](#) at University of California—Berkeley Library.
- Electronic Newspapers, Journals, and Newsletters page. [South Asia Resources, University of Virginia Library](#).
- [Digital South Asia Library](#). Center for Research Libraries.
- [Digital Colonial Documents](#). La Trobe University, Curtin University, The University of New England, and the University of Sydney.

Course Schedule and Readings

Introduction and Overview

THU-Aug 24: Introduction: No readings

Module 1: Contested Histories

TUE-Aug 29: *Decolonizing the South Asian Past*

Readings: 1) Sugata Bose and Ayesha Jalal, “South Asian History: An Introduction” (pp. 1-11); “Modernity and Antiquity” (pp. 12-22); (pp. 239-244).

Film: Begin watching: *Gandhi*

THU-Aug 31: *Partition of India and Pakistan: Alternative Histories*

Readings: 1) Gyanendra Pandey, “Partition and Independence in Delhi: 1947-48.
2) Paula Bacchetta, “Reinterrogating Partition Violence: Voices of Women/Children/Dalits in India’s Partition.”

Film: Continue watching: *Gandhi*

TUE- Sep 5: *The Stories of Bangladesh and Sri Lanka*

Reading: 1) Naila Kabeer, “A Thrice Partitioned History”
2) Nira Wickramasinghe, “Sri Lanka’s Independence”

Film: Finish watching: *Gandhi*

****Assign Essay # 1**

Module 2: Caste and Identity

THU-Sep 7: *The Origins of Caste*

Readings: 1) Nicole Boivin, “Anthropological, historical, archaeological and genetic

perspectives on the origins of caste in South Asia”

TUE-Sep 12: *Caste today*

Readings: 1) Dipankar Gupta, “Caste and Politics: Identity Over System”

Assignment: **Essay # 1 Due**

Assignment: **Integrated Film Review 1 due (*Gandhi*)**

THU-Sep 14: *Untouchability*

Readings: 1) Gopal Guru, “Archaeology of Untouchability”

TUE-Sep 19: *The Dalit Identity and Critique*

Readings: 1) Debjani Ganguly, “Urban Dystopias and New Gods: Readings from Marathi Dalit Literature”

2) Shailaja Paik, “Mahar–Dalit–Buddhist: The history and politics of naming in Maharashtra”

Film: Begin watching: *India Untouched*

****Assign Essay # 2**

Module 3: Religion, Ethnicity, and Nationalism

THU-Sep 21: *Religion and the Politics of Belonging in South Asia*

Readings: 1) ver der Veer, “Religion in South Asia”

Film: Finish watching: *India Untouched*

Assignment: ****Paper Proposal due in class**

TUE-Sep 26: *Hindu Nationalism*

Readings: 1) Christopher Jaffrelot, “Invention of an Ethnic Nationalism”

Assignment: **Essay # 2 due**

THU-Sep 28: *India and Secularism*

Readings: 1) Sumit Ganguly, “The Crisis of Indian Secularism”

Assignment: **Integrated Film Review 2 due (*India Untouched*)**

TUE-Oct 3: *Dilemmas of Bangladeshi Identity*

Readings: 1) Naila Kabeer, “The Quest for National Identity: Women, Islam and the State in Bangladesh”

Film: Begin watching: *The Clay Bird*

THU-Oct 5: No Readings

Film: Finish watching: *The Clay Bird*

Assignment: ***Annotated bibliography due in class**

TUE-Oct 10: *Ethnic factionalism and terrorism in Afghanistan*

Readings: Nazif Shahrani, “War, Factionalism, and the State in Afghanistan”

Film: *View from a Grain of Sand: Portrait of a Divided Afghanistan*

Assignment: **Integrated Film Review 3 due (*The Clay Bird*)**

****Assign Essay 3**

Module 4: Globalization and Class

THU-Oct 12: *Migration and the Politics of Belonging*

Readings: 1) Coleman, "Transnational India: Diaspora and Migration in the Anthropology of South Asia"

Film: Begin watching: *The Namesake*

Assignment: **Integrated Film Review 4 due (*View from a Grain of Sand*)**

TUE-Oct 17: *Cinema and the South Asian Diaspora*

Readings: 1) Christiane Brosius and Nicolas Yazgi. "Is there no place like home? Contesting cinematographic constructions of Indian diasporic experiences"

Film: Continue watching: *The Namesake*

Assignment: **Essay # 3 due**

THU-Oct 19: Radhakrishnan, "Examining the 'Global' Indian Middle Class"

Film: Finish watching: *The Namesake*

TUE-Oct 24: *The Neoliberal India*

Readings: 1) Münster and Strümpelly, "The Anthropology of Neoliberal India"

Film: Begin watching: *The Monsoon Wedding*

Assignment: ***Research paper draft due in class**
***Integrated Film Review 5 due (*The Namesake*)**

THU-Oct 26 *Indian Middle Class*

Readings: 1) Leela Fernandes, "Restructuring of the New Restructuring the New Middle Class in Liberalizing India."

Film: Continue watching: *The Monsoon Wedding*

TUE-Oct 31 No Readings

Film: Finish watching: *The Monsoon Wedding*

Module 5: Growth and Inequality

THU-Nov 2: *Emerging Growth*

Readings: 1) Friedman, Thomas. 2007. "It's a Flat World, After All"
2) Jerry Harris, Jerry, "Emerging Third World powers: China, India, and Brazil" (only read pages 16- 20)
3) Arvind Palat, "The Rise of the Global South and the Emerging Contours of a New World Order."

Assignment: **Integrated Film Review 6 due (*The Monsoon Wedding*)**

TUE-Nov 7 *Emerging Inequalities*

Readings: 1) Mark-Anthony Falzon, "Paragons of Lifestyle: Gated Communities and the Politics of Space in Bombay."

2) Mira Kamdar, “60,000 Villages.”

THU-Nov 9 No Readings

Film: Finish watching: *Nero’s Guests: The Age of Inequality*

TUE-Nov 14: Research paper presentations

THU-Nov 16: Research paper presentations

Assignment: **Integrated Film Review 7 due** (*Nero’s Guests: The Age of Inequality*)

TUE-Nov 21: Research paper presentations

TUE-NOV 28: Research paper presentations

THU-NOV 30: Research paper presentations

TUE—Dec 5: Research paper presentations

Assignment: **Final Paper due on Canvas**