

May 19, 2014

Phil Shaver, Chair  
Faculty Executive Committee  
College of Letters & Science

**RE: Proposal to Establish New Minor in India & South Asia Studies:**

After careful review, at its meeting on May 15, 2014, the Undergraduate Council voted in support of the proposal to establish the minor in India & South Asia Studies.

By copy of this memo to Interim Vice Provost de la Pena, I confirm that the Davis Division has completed its review; thus transferring responsibility to the Vice Provost's Office to coordinate review by the Council of Deans and Vice Chancellors, if necessary.

Respectfully,



Matthew Traxler, Chair  
Davis Division Academic Senate Undergraduate Council

Enclosure: Proposal to Establish New Minor in India & South Asia Studies

cc: Bruno Nachtergaele, Chair, Davis Division Academic Senate  
Gina Anderson, Executive Director, Davis Division Academic Senate  
Carolyn de la Pena, interim Vice Provost, Undergraduate Education  
Jessie Ann Owens, Dean, Humanities, Arts and Cultural Studies

**UCDAVIS**

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**MIDDLE EAST/SOUTH ASIA STUDIES**

**Proposal for India & South Asia Studies Minor**

**November, 2013**

**PROPOSAL FOR**  
**INDIA & SOUTH ASIA STUDIES MINOR**  
within the  
**Middle East/South Asia Studies Program**  
  
**College of Letters and Sciences**  
**University of California at Davis**  
  
**2013**

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## **Proposal for a Minor in India & South Asia Studies:**

The proposed Minor in India & South Asia Studies covers an area of immense historical, cultural, economic, demographic, and geopolitical significance. South Asia encompasses the present day nation-states of India (population approximately 1.2 billion), Afghanistan (approximately 30 million), Bangladesh (approximately 155 million), Bhutan (about 0.74 million), Maldives (0.33 million), Nepal (27 million), Pakistan (179 million), and Sri Lanka (20 million). This larger South Asian region shares geographical continuities, common histories, and cultural ties that continue to be relevant to an understanding of contemporary culture and politics. The Himalayan high corridors of the northwest, and the extended coastline stretching from the Indian peninsular littoral of the Coromandel and the Malabar girdled by the Bay of Bengal and running further northwest through Gujarat and Sind along the Arabian sea, through overland and oceanic routes served as a gateway to the Persian Gulf and beyond to the regions of the Middle East. In addition, transoceanic links through the Indian Ocean to Southwest Asia, Africa, Southeast Asia and East Asia, were important for cultural exchanges between these regions in the past and also the present, especially for the South Asian diasporas.

South Asia is the birthplace of some of the most significant religious traditions of the world including Hinduism, Jainism, Buddhism, and Sikhism. It is also home to one of the largest population of Muslims in the world. Christianity is dated to have arrived in the Indian subcontinent by the first century AD. Both Judaism and Zoroastrianism have been practiced here for more than a millennium. It also contains speakers of Indo-Aryan, Dravidian, Austro-Asiatic, Indo-Iranian, and Tibeto-Burman language groups, in addition to English-speakers. The subcontinent has been the home for a *mélange* of scripts and tongues over centuries leading to the astonishing variety of languages and literary cultures that flourish in the area today: Urdu, Punjabi, Hindi, Marathi, Sindhi, Gujarati, Tuluva, Telugu, Kannada, Malayalam, Tamil, Oriya, Bengali, Assamese and Nepali Languages, to name just a few.

The region boasts of one of the earliest civilizational imprints of the world dating back to almost 5000 years BCE known as the Indus Valley Civilization, sites of which have been traced to locations in western India, present day Pakistan, and all the way to the eastern Iranian plateau. The Ganges, the Indus, the Brahmaputra, and the Kaveri are rivers that debouch into the Bay of Bengal or the Arabian Sea cut across thousands of miles of terrain, and they have acted as conduits for trade, pilgrimage, warfare, urbanization, and the dissemination of culture. Great polities of antiquity such as the Maurya and the Gupta empires marked the Himalayan steppes as their western frontiers, while the early medieval steppe empires such as the Bactrian Greeks, Shakas and Kushanas actually straddled the Himalayan passes spread across present day Afghanistan, Pakistan and India. Later empires such as the Mameluks, Ghuris, Khaljis, Tughlaqs and Afghans all had direct or indirect ties to the Islamic caliphate in the Middle East. The Mughal Empire not only integrated these regions but created ties to the two other great contemporary empires of Asia, the Ottomans and the Safavids. In South India, the great empires of the Cholas and Vijayanagara, among others, created political and economic ties within the Indian Ocean world and sustained complex cultural innovations and fusions in forms of religiosity, architecture, social organization, music, or technologies of warfare.

This extensive region has been connected in the past through the impact and experience of European colonial rule including the British, Dutch, Portuguese, and French. South Asia formed a major part of the British Empire, whose commercial, military and strategic interests catalyzed a global movement and diaspora of communities of South Asian extraction all over the world. Decolonization processes in South Asia have also created common experiences in terms of independence movements, peasant struggles, or caste, ethnic and labor movements; postcolonial contest over resources, economic paths, definitions of national and communal identity continue to mark urban and rural landscapes; and the place of South Asian nation-states in the context of the regional geopolitics and global futures is a subject of debate within nations and regional organizations such as SAARC. The strategic importance of this entire region to world politics in general, and US interests in particular, in the post-Cold War era has only grown in recent decades.

One fact that has to be contended with is the overwhelming significance of India within South Asia in terms of demography, political power, economic dominance, as well as cultural influence (which includes domains of film, music, as well as religion and literary cultures). And while several major issues affect the South Asian region as a whole today as in the past, the nation-state of India highlights some key historical issues and contemporary developments of the region as a whole, including nuclearization, the tense balance between communalism and secularism in post-independence states, rapid urbanization (the mega-cities of Delhi and Bombay are as large as LA and NY, and India's urban population has increased from about 17% in 1950 to about 30% today), and a dynamic economy and growing middle-class amidst great social inequalities. While it is poised today to be a major world player along with other BRIC countries, important contradictions continue to present itself for our understanding: for example, its economic stability and growth alongside half the world's poor.

The importance and significance of the South Asia region as a field of study was recognized as a priority during the establishment of various area studies programs across the U.S. in the decade following WWII, supported by the passage of the National Defense Education Act (1958), and followed by the Title VI of the Higher Education Act (1965), designed primarily for the training and education of U.S. scholars in the various languages of the South Asia region. The oldest and most established programs in the country recognized officially as National Resource Centers (NRC) – such as the South Asia Language and Area Center (SALAC, 1959) and the Department of South Asian Languages and Civilizations at the University of Chicago, South Asia Regional Studies at the University of Pennsylvania, or the South Asia Institute at Columbia University – were founded under the auspices of the Title VI Program.

Unlike most of these programs and resource centers that are based on the traditional area studies model, focusing primarily on language and strategic studies, or exclusively on religions, cultures and histories of the region, the India & South Asia Minor within ME/SA at UCD is designed to emphasize the interconnected and comparative aspect of history, culture, society, economy, religion, gender relations, media, law, political economy, international relations, urbanism, migration and diaspora, language and literatures across regional and national boundaries. Our broad range of courses drawn from across disciplines, both in the humanities and the social sciences, provides an excellent opportunity for undergraduate minors to explore the intra-regional as well as global political, economic, and cultural dynamics within the region.

There are faculty in departments across the university who can teach the courses proposed under the Minor. These include Ali Anooshahr (History), Mark Elmore (Religious Studies), Sunaina Maira (Asian American Studies), Vaidehi Ramanathan (Linguistics), Parama Roy (English), Sudipta Sen (History), Smriti Srinivas (Anthropology), and Archana Venkatesan (Comparative Literature and Religious Studies). At present, UC Davis has an impressive roster of courses on South Asia scattered across separate departments and programs across the university. The Minor will provide a crucial base for bringing both extant and new courses together in a coherent program of study.

In addition to U.S. students whose ethnicity derives from this region, there are also a number of international students on campus: in 2013 there were 138 students from India/Sikkim, for instance. Beyond “heritage” students, the study of South Asia has been increasingly crucial and of interest to a broad span of students, as the involvement of the United States in the region has grown steadily since the mid-20<sup>th</sup> century and exponentially in the past couple of decades. Given the misinformation and misunderstanding concerning this area of the world and its centrality to world affairs, culturally, economically, demographically, politically, socially, and in religious terms, it is critical that the university offer students the grounded knowledge emerging from serious scholarly research. The Minor also proves the opportunity to prepare students for graduate work in traditional disciplines and professional careers (e.g. international business, the Foreign Service).

The India & South Asia minor offers an integrated overview of the histories and cultures of the South Asian region as a whole, with some emphasis on the Indian subcontinent. It introduces students to common underlying connections as well as the diversity of the region. Our proseminars and capstone seminars offer a more selective and in depth look at specific aspects of South Asia studies in the context of, although not exclusively, particular nation state of the region.

In 2003 UC Davis could claim only one faculty expert regularly teaching on South Asia. Now we have at least nine faculty members whose expertise lie in the field of Indian and South Asia Studies. UC Davis now has the faculty, the courses, a burgeoning student interest in the area, and also a rising public need. We have the requisite resources – staff, faculty, expertise, and most importantly, a critical student constituency to move ahead with this minor without placing any additional financial burden on the university. We have the encouragement and financial support of the wider UC Davis university community, and the South Asian communities of the Davis and greater Sacramento area. We also have a robust fundraising drive to bring prominent experts from the field through the India & South Asia Studies Lecture Series. It is time and timely to offer the Minor in India & South Asia studies.

## **Requirements and List of Courses for India & South Asia Minor:**

### ***Requirements***

For students to complete an India & South Asia Studies Minor, they are required to take at least 20 units of relevant courses outlined below.

- a. MSA 100 (offered on a yearly basis, 4 units).
- b. MSA 180 (offered on a yearly basis, 4 units).
- c. One core course on Indian history, 4 units (Choose from HIS 196 A or HIS 196 B).
- d. One core MSA course on India / South Asia Studies (Choose from MSA 181 B or MSA 182 B)
- e. A minimum of one elective course from the courses listed in the following pages (MSA, Core and Petition courses, 4 units).

The Middle East / South Asia Program Committee will issue every year a list of acceptable related courses for the academic year. Students need to get *advance* approval from the Program Committee for particular courses to be counted for the minor.

**Total Units for Minor: Minimum 20.**

### ***Minor Courses***

#### **Core Courses Middle East/South Asia:**

- MSA 100. Middle East and South Asia: Comparative Perspectives (4)
- MSA 112. History of South Asian Islam (4)
- MSA 180. Topics in Middle East and South Asian Studies (4)
- MSA 181 B. Topics in Regional ME/SA Studies: India & South Asia Studies (4)
- MSA 182 B. Undergraduate Proseminar in ME/SA Studies: India & South Asia Studies (4)

#### **Core Courses in Anthropology, Asian American Studies, Comparative Literature, Hindi/Urdu, History, Music, and Religious Studies:**

- ANT 145. Performance, Embodiment, and Space in South Asia (4)
- ASA 150 F. South Asian American History, Culture, and Politics (4)
- COM 053 B. Literature of India and Southeast Asia (4)
- COM 148. Mystical Literatures of South Asia and the Middle East (4)
- COM 156. The Ramayana (4)
- HIN 001. Elementary Hindi/Urdu I (5)
- HIN 002. Elementary Hindi/Urdu II (5)
- HIN 003. Elementary Hindi/Urdu III (5)
- HIN 021. Intermediate Hindi/Urdu I (5)
- HIN 022. Intermediate Hindi/Urdu II (5)
- HIN 023. Intermediate Hindi/Urdu III (5)
- HIS 008. History of Indian Civilization (5)
- HIS 102 Q. Undergraduate Proseminar in History: India (5)
- HIS 196 A. Medieval India (4)

HIS 196 B. Modern India (4)  
MUS 148. Hindustani Vocal Ensemble  
RST 030. Religions of South Asia (4)  
RST 068. Hinduism (4)  
RST 069. Introduction to Hindu Mythology (4)  
RST 156. Religion and the Performing Arts in India (4)  
RST 157. Hindu Women and Goddesses (4)

**Possible Courses by Petition (Anthropology, Asian American Studies, Comparative Literature, Middle East/South Asia Studies, Music, Religious Studies, and Women and Gender Studies):**

ANT 124. Religion in Society and Culture (4)  
ANT 127. Urban Anthropology (4)  
ASA 189 E. Topics in Asian American Studies (4)  
COM 006. Myths and Legends (4)  
MSA 111 A. Great Cities of the Arab Middle East and South Asia (4)  
MSA 150/WMS 185. Women & Islamic Discourses (4)  
MSA 194 H. Special Study for Honors Students (4)  
MUS 129 B. Musics of Africa, Middle East, Indian Subcontinent (4)  
RST 060. Introduction to Islam (4)  
RST 065 C. The Qur'an and Its Interpretation (4)  
RST 160. Introduction to Islamic Thought (4)  
RST 161. Modern Islam (4)  
RST 162. Introduction to Islamic Law (4)  
RST 163. The Social Life of Islam (4)  
RST 165. Islam in Asia (4)  
RST 170. Buddhism (4)  
WMS 178 A. Transnationalism and Writing by Women of Color (4)  
WMS 185/MSA 150. Women & Islamic Discourses (4)



## Catalogue Minor Description & Requirements

	<b>UNITS</b>
<b>India &amp; South Asia Studies</b>	<b>20 – 24</b>
Middle East / South Asia 100	4
Middle East / South Asia 180	4
Choose one from History 196A or History 196B	4
Choose one from MSA 181B or MSA 182B	4
Additional Electives from Core Course list (below)	4 - 8

### **Core Course List:**

MSA 100. Middle East and South Asia: Comparative Perspectives;  
 MSA 112. History of South Asian Islam;  
 MSA 180. Topics in Middle East and South Asian Studies;  
 MSA 181 B. Topics in Regional ME/SA Studies: India & South Asia Studies;  
 MSA 182 B. Undergraduate Proseminar in ME/SA Studies: India & South Asia Studies;  
 ANT 145. Performance, Embodiment, and Space in South Asia;  
 ASA 150 F. South Asian American History, Culture, and Politics;  
 COM 053 B. Literature of India and Southeast Asia;  
 COM 148. Mystical Literatures of South Asia and the Middle East;  
 COM 156. The Ramayana;  
 HIN 001. Elementary Hindi/Urdu I;  
 HIN 002. Elementary Hindi/Urdu II;  
 HIN 003. Elementary Hindi/Urdu III;  
 HIN 021. Intermediate Hindi/Urdu I;  
 HIN 022. Intermediate Hindi/Urdu II;  
 HIN 023. Intermediate Hindi/Urdu III;  
 HIS 008. History of Indian Civilization;  
 HIS 102 Q. Undergraduate Proseminar in History: India;  
 HIS 196 A. Medieval India;  
 HIS 196 B. Modern India;  
 MUS 148. Hindustani Vocal Ensemble;  
 RST 030. Religions of South Asia;  
 RST 068. Hinduism;  
 RST 069. Introduction to Hindu Mythology;  
 RST 156. Religion and the Performing Arts in India;  
 RST 157. Hindu Women and Goddesses

**Note 1:**

With prior consultation with an advisor, students can petition in advance the Program Committee to accept other elective courses toward the minor program if the content is at least 50% or more on the Indian & South Asian world . Under no circumstances may more than one lower division course be offered in satisfaction of requirements for the minor.

**Note 2:**

With prior consultation with an advisor, students can petition the Program Committee to accept more than four units of MSA 181 B and/or MSA 182 B towards the minor program.

## Detailed Catalogue Descriptions of Upper Division Core Courses

### *Middle East South Asia Courses:*

#### **MSA 100. Middle East and South Asia: Comparative Perspectives (4)**

Lecture—3 hours; extensive writing. Ethnographic and historical points of intersection and divergence in various aspects of the Middle East and South Asia in precolonial, colonial, and postcolonial societies. Anthropological, historical, and theoretical debates surrounding the region. GE credit: ArtHum, Div, Wrt. AH or SS, WC, WE, MSA Faculty.

#### **MSA 112. History of South Asian Islam (4)**

Lecture—3 hours; discussion—1 hour. Comparative study of Muslim communities of South Asia. Commonalities in cultural identity and historical experience. Rise and spread of Islam, comparative history of Islamic Empires, colonial rule, and post-colonial nationalism. Not offered every year.—II. Sen

#### **MSA 180. Topics in Middle East and South Asian Studies (4)**

Lecture—3 hours; extensive writing. Comparative perspective on the Middle East and South Asia. Topics may include modernity, religious traditions, colonialism, subalternity and social movements, gender and sexuality, history and memory, science and development, ritual and performance, public culture, diasporas. May be repeated one time for credit. GE credit: ArtHum, Div, Wrt. AH or SS, WC, WE.—I, II, III. (I, II, III.), MSA Faculty.

#### **MSA 181 B. Topics in Regional ME/SA Studies: India & South Asia Studies (4)**

Indian/South Asian literature, history, culture, politics, religion and economy. GE credit: ArtHum or SocSci, AH or SS, WC, WE, MSA Faculty.

#### **MSA 182 B. Undergraduate Proseminar in ME/SA Studies: India & South Asia Studies (4)**

Advanced topics in Indian/South Asian literature, history, culture, politics, religion and economy.—II. (II.), MSA Faculty.

### *Core courses offered at UC Davis that can be used for India & South Asia Minor (C)*

#### **Anthropology**

#### **ANT 145. Performance, Embodiment, and Space in South Asia (4) / C**

Lecture/discussion—4 hours. Prerequisite: course 2 or consent of instructor. South Asian cultures and societies with a focus on performance, embodiment, and space from several disciplinary fields. Topics may include colonialism, nationalism, religious traditions, media, popular culture, cities, social movements, modernity, body-cultures, identity, gender, and diasporas. GE credit: ArtHum or SocSci, Div, Wrt.—III. Srinivas

#### **Asian American Studies**

#### **ASA 150 F. South Asian American History, Culture, and Politics (4) / C**

Lecture/discussion—4 hours. Prerequisite: course 1, 2, 3, or 4 or consent of instructor. South Asian American experiences, focusing on the histories, cultures, and politics of Indian, Pakistani,

Bangladeshi, and Sri Lankan communities in the U.S. Interdisciplinary approaches to migration, labor, gender, racialization, ethnicity, youth, community mobilization. Offered in alternate years. GE credit: ArtHum, SocSci—I. (II.) Maira

### **Comparative Literature**

#### **COM 148. Mystical Literatures of South Asia and the Middle East (4) / C**

Lecture/discussion—3 hours; term paper. Exploration of the comparative mystical literatures of major religious traditions, with a focus on those produced in South Asia and the Middle East, although including other traditions. Offered in alternate years. GE Credit: ArtHum, Div, Wrt.—I. Venkatesan

#### **COM 156. The Ramayana (4) / C**

Lecture—3 hours; term paper. Exploration of the Indian epic, Ramayana, through the lens of literature, performance, and visual art. Emphasis on the text's diversity and its contemporary global relevance. Topics include Ramayanas in Southeast Asia, and in various South Asian diaspora communities. Offered in alternate years. GE Credit: ArtHum, Div, Wrt.—(II.) Venkatesan

### **History**

#### **HIS 102 Q. Undergraduate Proseminar in History: India (5) / C**

Seminar—3 hours; term paper. Designed primarily for history majors. Intensive reading, discussion, research, and writing in selected topics in the various fields of history. (A) Ancient; (B) Medieval; (D) Modern Europe to 1815; (E) Europe since 1815; (F) Russia; (G) China to 1800; (H) China since 1800; (I) Britain; (J) Latin America since 1810; (K) American History to 1787; (L) United States, 1787-1896; (M) United States since 1896; (N) Japan; (O) Africa; (P) Christianity and Culture in Europe, 50-1850; (Q) India; (R) Muslim Societies; (X) Comparative History, selected topics in cultural, political, economic, and social history that deal comparatively with more than one geographic field. May be repeated for credit. Limited enrollment.

#### **HIS 196 A. Medieval India (4) / C**

Lecture—3 hours; discussion—1 hour; written reports. Survey of history of India in the millennium preceding arrival of British in the eighteenth century, focusing on interaction of the civilizations of Hinduism and Islam and on the changing nature of the state. GE credit: ArtHum, Div, Wrt. Sen

#### **HIS 196 B. Modern India (4) / C**

Lecture—3 hours; discussion—1 hour; written reports. Survey of cultural, social, economic, and political aspects of South Asian history from arrival of the British in the eighteenth century to formation of new independent states—India, Bangladesh, and Pakistan—in the twentieth century. GE credit: SocSci, Div, Wrt. Sen

### **Music**

#### **MUS 148. Hindustani Vocal Ensemble (2) / C**

Rehearsal—2 hours. Basics of Hindustani music through theory and practice. Fundamentals of raga (mode) and tala (rhythms) with special emphasis on improvisation, a central feature of

khyal (singing style). Five ragas each quarter. May be repeated up to six times for credit. (P/NP grading only.)—I, II, III. (I, II, III.) Sahai

**Religious Studies**

**RST 156. Religion and the Performing Arts in India (4) / C**

Lecture—3 hours; term paper. Prerequisite: course 30, 68, or consent of the instructor. Survey of religion and performing arts in India. Emphasis on the influence of colonialism, nationalism, and regionalism on the history of Indian performing arts. GE credit: ArtHum, Div, Wrt.

**RST 157. Hindu Women and Goddesses (4) / C**

Lecture—3 hours; term paper. Hindu goddesses and the religious lives of Hindu women in India and the diaspora. GE credit: ArtHum, Div, Wrt.

## Appendix 1

### **Recommended Lower Division Courses**

**MSA faculty recommend that students interested in minoring in India & South Asia Studies take at least one of the following lower division courses.**

#### **Comparative Literature**

##### **COM 053 B. Literature of India and Southeast Asia (3)**

Lecture—2 hours; discussion—1 hour. Introduction to representative masterpieces of South Asia with readings from such works as the Mahabharata and Ramayana, The Cloud Messenger, Shakuntala, The Little Clay Cart, and the stories and poems of both ancient and modern India and Southeast Asia. GE credit: ArtHum, Div, Wrt. Venkatesan

#### **Hindi/Urdu**

##### **HIN 001. Elementary Hindi/Urdu I (5)**

Lecture/discussion—5 hours. An introduction to Hindi and Urdu in which students will learn vocabulary and grammar in both Devanagari and Urdu scripts, and will practice skills in reading, writing, speaking and listening.—I. (I.) Chauhan

##### **HIN 002. Elementary Hindi/Urdu II (5)**

Lecture/discussion—5 hours. Prerequisite: course 1. An introduction to Hindi and Urdu in which students will learn vocabulary and grammar in both Devanagari and Urdu scripts, and will practice skills in reading, writing, speaking and listening.—II. (II.) Chauhan

##### **HIN 003. Elementary Hindi/Urdu III (5)**

Lecture/discussion—5 hours. Prerequisite: course 2. An introduction to Hindi and Urdu in which students will learn vocabulary and grammar in both Devanagari and Urdu scripts, and will practice skills in reading, writing, speaking and listening.—III. (III.) Chauhan

##### **HIN 021. Intermediate Hindi/Urdu I (5)**

Lecture/discussion—5 hours. Prerequisite: course 3. An intermediate level course for students who have completed Elementary Hindi/Urdu or the equivalent. Students will continue to practice their skills in listening, speaking, reading and writing in Hindi and Urdu.—I. (I.) Chauhan

##### **HIN 022. Intermediate Hindi/Urdu II (5)**

Lecture/discussion—5 hours. Prerequisite: course 21. An intermediate level course where students will continue to practice their skills in listening, speaking, reading and writing in Hindi and Urdu.—II. (II.) Chauhan

##### **HIN 023. Intermediate Hindi/Urdu III (5)**

Lecture/discussion—5 hours. Prerequisite: course 22. An intermediate level course where students will continue to practice their skills in listening, speaking, reading and writing in Hindi and Urdu.—III. (III.) Chauhan

## **History**

### **HIS 008. History of Indian Civilization (4)**

Lecture—3 hours; discussion—1 hour; written reports. Survey of Indian civilization from the rise of cities (ca. 2000 B.C.) to the present, emphasizing themes in religion, social and political organization, and art and literature that reflect cultural interaction and change. GE credit: ArtHum, Div.—III. (III.)

## **Religious Studies**

### **RST 030. Religions of South Asia (4)**

Lecture – 3 hours. Introduction to South Asian religions, including Hinduism, Buddhism, Islam, Jainism and Sikhism. Traces historical developments from Vedic texts and their ascetic reformulation by sages such as Yajnavalkya, Siddhartha Gautama, and Mahavira into our global present. GE credit: ArtHum, Div, Wrt | AH, VL, WC, WE.—I, II. (I, II.) Elmore, Venkatesan

### **RST 068. Hinduism (4)**

Lecture—3 hours; term paper. Historical survey of modern Hinduism from the early nineteenth century to the present. Topics include Rammohun Roy, Sir William Jones, and Mahatma Gandhi, nationalism, post-colonialism and diasporic religion. Offered in alternate years. GE credit: ArtHum, Div, Wrt | AH or SS, VL, WC, WE.—II. Elmore, Venkatesan

### **RST 069. Introduction to Hindu Mythology (4)**

Lecture—3 hours; term paper. Survey of the major narrative traditions within Hinduism, including epic literature and local stories in oral, textual, visual and performative forms. Offered in alternate years. GE credit: ArtHum, Div, Wrt | AH, VL, WC, WE.—Venkatesan

## Appendix 2

### **Possible Courses by Petition**

**Petition courses offered at UC Davis that can be used for the India & South Asia Minor by petition to Middle East / South Asia Program Committee (P)**

#### **Anthropology (ANT)**

##### **ANT 124. Religion in Society and Culture (4) / P**

Lecture—3 hours; discussion—1 hour. Prerequisite: course 2. Discussion of anthropological theories of religion with emphasis on non-literate societies. Survey of shamanism, magic and witchcraft, ritual and symbols, and religious movements. Extensive discussion of ethnographic examples and analysis of social functions of religious institutions. GE credit: SocSci, Div, Wrt | AH, WC, WE.

##### **ANT 127. Urban Anthropology (4) / P**

Lecture—3 hours; discussion—1 hour. Prerequisite: course 2 or consent of instructor. Survey of approaches to urban living: political structures, organization of labor, class relations, world views. The evolution of urban life and its contemporary dilemmas. Cross-cultural comparisons discussed through case studies. GE credit: SocSci, Div, Wrt | SS, WC, WE.

#### **Asian American Studies (ASA)**

##### **ASA 189 E. Topics in Asian American Studies (4)**

Lecture—4 hours. Prerequisite: course 1, 2, or 3 and upper division standing, or consent of instructor. Intensive treatment of a topic in Asian American Studies. Comparative Race Studies. May be repeated for credit when topic differs. Not offered every year. GE credit: ACGH, AH or SS, DD, OL, WE.

#### **Comparative Literature (COM)**

##### **COM 006. Myths and Legends (4) / P**

Lecture—3 hours; discussion—1 hour. Introduction to the comparative study of myths and legends, excluding those of Greece and Rome, with readings from Near Eastern, Teutonic, Celtic, Indian, Japanese, Chinese, African and Central American literary sources. GE credit: ArtHum, Div, Wrt | AH, WC, WE.—I, II. (I, II.) McLean, Venkatesan

#### **Middle East / South Asia Studies (MSA)**

##### **MSA 111 A. Great Cities of the Arab Middle East and South Asia (4) / P**

In-depth examination of the great cities of North Africa, the Middle East, and South Asia as cultural and historical artifacts. Topics include: the Islamic city, processes of modernity, and representations that reinforce imagination, memory and personal identity. GE credit: ArtHum, Div, Wrt, WE, AH, WC. Miller.

##### **MSA 150/WMS 185. Women & Islamic Discourses (4) / P**



Lecture/discussion—4 hours. Prerequisite: Women's Studies 50 or comparable course. Introduction to the debates/discourses about women and Islam. Transformations in debates/discourses in colonial and postcolonial periods in the Middle East & South Asia. Comparative study of debates/discourses on family, work, law, sexuality, religion, comportment, human rights, feminist and religious movements. Not offered every year. (Same course as Women's Studies 185.)—Joseph

**MSA 194 H. Special Study for Honors Students (1-5) / P**

Prerequisite: open only to majors of senior standing who qualify for honors program; consent of instructor. Independent study of a problem in Middle East/South Asian studies involving the writing of an honors thesis.—I, II, III. (I, II, III.)

**Music**

**MUS 129 B. Musics of Africa, Middle East, Indian Subcontinent (4) / P**

Lecture—3 hours; discussion—1 hour. Prerequisite: course 11 or 3A-3B. Survey of music cultures with special emphasis on the role of music in society and on the elements of music (instruments, theory, genres and form, etc.). Introduction to ethnomusicological theory, methods, approaches. Offered irregularly. GE credit: ArtHum, Div, Wrt | AH, VL, WC, WE.

**Religious Studies**

**RST 060. Introduction to Islam (4) / P**

Lecture/discussion—3 hours; extensive writing. Introduction to topics central to the Islamic tradition. Muhammad, the Qur'an, Islamic law, theology, philosophy, cosmology, worship, and mysticism. Race and gender in Islam, Islamic revival, and varying experiences of Islam in different historical and cultural settings. Offered in alternate years. GE credit: ArtHum or SocSci, Div, Wrt | AH, WC, WE.—(I.) Tezcan

**RST 065 C. The Qur'an and Its Interpretation (4) / P**

Lecture/discussion—3 hours; extensive writing. The Qur'an, its history, its various functions in the lives of Muslims, and its different interpretations. Quranic themes such as God and humankind, nature and revelation, eschatology and Satan. Islam and other religions; women, gender, and sexuality. Offered in alternate years. GE credit: ArtHum, Div, Wrt | AH, WC, WE.—(III.) Tezcan

**RST 160. Introduction to Islamic Thought (4) / P**

Lecture—3 hours; extensive writing. Prerequisite: course 60 recommended. The development of Islamic thought from the first centuries of Islam to the eighteenth century. Theology, philosophy, ethics, Sufism, historiography, political theory, fundamentalism, al-Farabi, al-Ghazzali, Ibn Rushd, Tusi, Ibn al-Arabi, Rumi, Molla Sadra, Ibn Khaldun, Ibn Abd al-Wahhab. Offered in alternate years. GE credit: ArtHum or SocSci, Div, Wrt | AH, WC, WE.—II. Tezcan

**RST 161. Modern Islam (4) / P**

Lecture/discussion—3 hours; term paper. Prerequisite: course 60 or consent of instructor. The response of Islam to modernity: secularism, reformism, fundamentalism. Islam and imperialism, women, media and immigration. Islamic modernism, political Islam, Islam in Europe and America. GE credit: ArtHum, Div, Wrt | AH, WC, WE.—II. (II.)

**RST 162. Introduction to Islamic Law (4) / P**

Lecture—3 hours; extensive writing. Prerequisite: course 60 recommended. The development of Islamic law in the formative centuries of Islam, ca. 600-1000, as well as its adaptation to changing economic, social, and political conditions in subsequent periods. Legal schools, legal theory, the Shari'a, reformist movements, human rights. Offered in alternate years. GE credit: ArtHum or SocSci, Div. Wrt | AH, WC, WE.—II. Tezcan

**RST 163. The Social Life of Islam (4) / P**

Lecture – 3 hours Introduction to culture and social life in Muslim societies. Focus on the plurality of traditions in Muslim faith, reason, and everyday practice. Special attention to Muslim rituals, ethical values, verbal genres, family life, sexuality and veiling, and youth culture. —II. Miller

**RST 165. Islam in Asia (4) / P**

Lecture—3 hours; extensive writing. Islam as a lived religion in the Indian sub-continent, Central Asia, China, and Southeast Asia. Emphasis is on primary sources studied comparatively and historically. GE credit: ArtHum, Div, Wrt.—III.

**RST 170. Buddhism (4) / C**

Lecture—3 hours; term paper. Buddhism in its pan ~~Asian~~ <sup>Asian</sup> from its beginning in India to its development in Sri Lanka and Southeast Asia, Central Asia, China and Japan; teachings and practices, socio-political and cultural impact. Offered in alternate years.—III. GE credit: AH, VL, WC.—III. Elmore

**Women and Gender Studies**

**WMS 178A. Transnationalism and Writing by Women of Color (4) / P**

Lecture/discussion—4 hours. Prerequisite: one course in Women's Studies, or consent of instructor. Writings by women of color in a transnational framework, understood in their cultural, socio ~~economic~~ <sup>economic</sup>, and historical contexts. The interrelation among gender, writing, nationalism, and transnationalism, with focus on women's writing in specific geographic/national locations and their diasporas: (A) The Arab World; (B) Asia; (C) The Caribbean; (D) Africa; (E) Diasporic Women Writers in Europe; (F) Topics on Women Writers of Color. Not offered every year. GE credit: ArtHum, Div, Wrt | AH, WC, WE.— Joseph

**WMS 185/MSA 150. Women & Islamic Discourses (4) / P**

Introduction to the debates / discourses about women and Islam. Transformations in debates / discourses in colonial and postcolonial periods in the Middle East & South Asia. Comparative study of debates / discourses on family, work, law, sexuality, religion, compartment, human rights, feminist and religious movements. GE credit: AH or SS, WC.—Joseph

## Appendix 3

### Faculty

Core India & South Asia Studies Minor Faculty includes Ali Anooshahr (History), Poonam Chauhan (Classics), Mark Elmore (Religious Studies), Sunaina Maira (Asian American Studies), Vaidehi Ramanathan (Linguistics), Parama Roy (English), Sudipta Sen (History), Smriti Srinivas (Anthropology), and Archana Venkatesan (Comparative Literature and Religious Studies). ME/SA Program Committee sought the input of these faculty members via e-mail and incorporated it into this proposal. The Program Committee selected Professor Srinivas as the faculty leader for the steering of the minor.

#### Smriti Srinivas

Smriti Srinivas (Ph.D. Sociology, Delhi School of Economics, Delhi University) is Professor of Anthropology at UCD. She has worked on cities, religion, and the body in a variety of contexts in South Asia and other regions, and has taught at several universities and institutes in India and the United States. Her recent books include the following: *Landscapes of Urban Memory: The Sacred and the Civic in India's High Tech City* (2001), which examines the various pathways that memory and the body take in a city inserted within global processes; *In the Presence of Sai Baba* (2008), which studies the Sathya Sai Baba movement (dedicated to a famous guru) in three cities---Bangalore, Nairobi, and Atlanta---linking regimes of spatial, somatic, and symbolic production. Her research has been supported over the years by the National Endowment for the Humanities, the Rockefeller Foundation, Mellon, the UCHRI, the American Academy of Religion, the India Foundation for the Arts, the Atlanta History Center, among others.

#### *ME/SA Affiliated Faculty*

Jamal Abedi	Professor, School of Education
Afra Afsharipour	Professor, School of Law
Ali Anooshahr	Associate Professor, History
Karima Bennoune	Professor, School of Law
David Biale	Emanuel Ringelblum Distinguished Professor, History
Anumpam Chander	Professor, School of Law
Poonam Chauhan	Lecturer, Classics
Catharine Chin	Associate Professor, Religious Studies
Elizabeth Constable	Associate Professor, Women and Gender Studies
Richard Coss	Professor, Psychology
Diana Davis	Associate Professor, History
Corrie Decker	Assistant Professor, History
Wendy DeSouza	Lecturer, History and PARSA CF Visiting Lecturer
Mark Elmore	Assistant Professor, Religious Studies
Omnia El Shakry	Associate Professor, History
Cristiana Giordano	Assistant Professor, Anthropology
Shayma Hassouna	Lecturer, Classics

Naomi Janowitz	Professor, Religious Studies
Kevin Johnson	Dean, School of Law
Suad Joseph	Distinguished Professor, Anthropology, Women and Gender Studies
Sunaina Maira	Professor, Asian American Studies
Zeev Maoz	Distinguished Professor, Political Science
Flagg Miller	Associate Professor, Religious Studies
Susan G. Miller	Professor, History
Vaidehi Ramanathan	Professor, Linguistics
Noha Radwan	Associate Professor, Comparative Literature
Lynn Roller	Professor, Art History
Parama Roy	Professor, English
Brenda Schildgen	Distinguished Professor, Comparative History
Sudipta Sen	Professor, History
Jocelyn Sharlet	Associate Professor, Comparative Literature
Smriti Srinivas	Professor, Anthropology
Teresa Steele	Associate Professor, Anthropology
Madhavi Sunder	Professor, School of Law
Baki Tezcan	Associate Professor, History/Religious Studies
Archana Venkatesan	Associate Professor, Comparative Literature/Religious Studies
Heghnar Watenpaugh	Associate Professor, Art History
Keith Watenpaugh	Associate Professor, Religious Studies

## **Appendix 4**

### **Donor Development**

ME/SA launched a fundraising campaign to support an India & South Asia Studies subfield within the program. In order to reach out to the university and the greater Sacramento community, ME/SA teamed up with the Mondavi Center for the Performing Arts at UC Davis, and launched a yearlong series of cultural events called “Focus on India” during the academic year 2011-2012. This series showcased films, photographic exhibits, documentaries, music and dance highlighting the diversity and dynamism of the cultures of India.

This was made possible through a fundraising drive that has to date yielded close to \$10,000, with donations from key members and patrons of the university, including Nancy Roe, Member of the Dean’s Advisory Council, College of Letters and Sciences; three Board Members of the 2013-2014 UC Davis Foundation Trustees: Anne P. Gray (Audit Committee Chair), Sundeep Dugar, and Mohini Jain; and many other prominent members of the larger Indian and South Asian Community.

This initiative led to the creation of an India & South Asia Studies Planning Committee, which launched a speaker series in India & South Asia Studies in the spring quarter of 2012. The Planning Committee is putting together a new fundraising drive, targeted at bringing prominent public speakers and foreign dignitaries from countries in the India & South Asia region to UC Davis.

## Appendix 5

### **Events on India & South Asia at University of California, Davis**

#### **I. Timeline of Program Developments and Academic Presentations:**

- April 2003: Ammu Joseph, feminist scholar from South Asia. Title of Talk: “Riots in the Indian State of Gujarat.” Sponsored by “Conversations,” the Socio-cultural Anthropology Discussion Series.
- June 2003: Shiv Visvanathan, Senior Fellow, Centre for the Study of Developing Societies, Delhi; Visiting Professor, Department of Cultural and Social Anthropology, Stanford University. Title of Talk: “Fault Lines: Disasters and the Imagination of Democracy.” Sponsored by the Department of Anthropology and the Center for History, Society and Culture.
- October 2003: Two films by Pankaj Kumar Mishra. Title of Talk: Pather Chujaeri (The Play is On) and Mat (The Vote). Sponsored by “Conversations,” the Socio-cultural Anthropology Discussion Series.
- October 2003: Mark Juergensmeyer, author of *Gandhi's Way: A Handbook of Conflict Resolution* Title of Two Talks: “Bring Your Own Conflict.” Sponsored by the City of Davis, the Davis Joint Unified School District, and the Office of the Vice Provost for University Outreach and International Programs.
- October 2003: Reception for Photo Exhibit: Mahatma - Images of Mohandas Karamchand Gandhi. Remarks by Marilyn Sharrow, University Librarian, and Smriti Srinivas, Professor of Anthropology. Part of Campus Community Book Project.
- November 2003: Title: “The Life of Gandhi,” Richard Attenborough film and discussion facilitated by Smriti Srinivas, Professor of Anthropology.
- June 2004: B. D. Chattopadhyaya, Centre for Historical Studies, Jawaharlal Nehru University, Delhi. Title of Talk: “Differences Within and Differences Without: Early Perceptions of Others in South Asia.” Sponsored by “Conversations,” the Socio-cultural Anthropology Discussion Series.
- December 2004: A joint presentation by Prof. Sumit Sarkar and Prof. Tanika Sarkar. Title of Talk: “The Struggle to Reclaim the Past in Contemporary India: Neo-nationalism and the Embattled Frontiers of Historiography.”
- January 2005: Dr. Richard Eaton, Professor of History, University of Arizona,

Title of Talk: “The Rebirth of Biography in Writing Social History: India and the Middle East.” Sponsored by the Middle East/South Asia Program; Center for History, Society and Culture, Religious Studies, Anthropology, History, and Medieval Studies.

- March 2005: Opening reception for “Memories from Bangladesh,” Richard L. Nelson Gallery. Presented in collaboration with the Middle East/South Asia Studies Program.
- May 2005: 3-Day Conference: “Feminist Approaches to South Asia.”
- November 2005: Rochona Majumdar, South Asian Languages and Civilizations, University of Chicago, Title of Talk: “Family Values: Debates around the Hindu Code Bill, 1955-56.” Co-sponsored by the Center for History, Society and Culture and the Department of History.
- March 2007: Parama Roy, Associate Professor in English at UC Davis. Title of Talk: “Alimentary Tracts: Food, Filth, and Anglo-Indian Flesh in 1857.” Faculty Development Seminar.
- May 2007: Michael Shapiro, Chair and Professor of Hindi, University of Washington. Title of Talk: “Characterizing a Language as a Whole: The Strange Case of Hindi/Urdu.” Sponsors: Middle East/South Asia Studies, Undergraduate International Studies and Foreign Languages, Department of Education Grant.
- March 2008 Nivedita Menon. Title of Talk: “Rethinking the Nation as Ethical Horizon.”
- March 2008: Michael Shapiro, Professor, University of Washington. Title of Talk: “Reading Hindi Poetry: Basic Principles.”
- October 2009: South Asian Cultural Week: Current Issues in South Asian Immigration; South Asian & the Law; Perspectives from South Asian Attorneys; Showing Film Water by Deepa Metha.
- March 2009: Archana Venkatesan, Assistant Professor, Comparative Literature/Religious Studies, “Performing the Past to Remember for the Future: The Case of Hereditary Performance Traditions in South Indian Temples.” Faculty Development Seminar.
- March 2009: Lalitha Gopalan, Associate Professor, Department of Radio-Television-Film, University of Texas at Austin; Film Screening, Title of Talk: “Movement in Student Films.”
- May 2009: Janaki Nair, Professor of History, Center for Studies in Social Sciences, Kolkata, India, Visiting Professor of History at UC Berkeley, Title of Talk: “An ‘Illusion of Permanence’: Visualizing Legitimacy in Princely Mysore.”
- May 2009: Pakistani Film Symposium. Films shown “Khuda Kay Kiye” and “Ramchand Pakistani.”

- June 2010: Dr. Susaimanickam Armstrong, a Fulbright-Nehru Visiting Professor with the Department of Native American Studies, University of California, Davis. Title of Talk "Religion of the Oppressed: The Emergence of Tamil Buddhism."
- September 2010: Anita Weiss, Professor and Department Head of International Studies at the University of Oregon. Title of Talk: "Crisis and Reconciliation in Swat, Pakistan, Through the Eyes of Women."
- May 2011: Anupama Rao, Professor, Department of History Barnard College & Columbia University. Title of Talk: "Dalit Bombay: Stigma, Subalternity, and the Social Life of (Outcaste) Labor." Faculty Development Seminar.
- May 2011: Indira Viswanathan Peterson, David B. Truman Professor of Asian Studies at Mount Holyoke College. Title of Talk: "The Lovesick Lady and the Wandering Fortune-teller: Representing Women in an Indian Dance Drama Genre." ME/SA and Religious Studies Public Lecture.
- November 2011: Ali Anooshahr, Associate Professor in UC Davis History Department. Title of Talk: "Persianate Culture in 16<sup>th</sup> Century India." ME/SA Lecture Series in Iranian Studies.
- February 2012: Anna Schultz, Assistant Professor of Ethnomusicology at Stanford University. Title of Talk: "Making Marathi Kirtan Jewish in Colonial India." Sponsored by the Programs in Jewish Studies, Middle East/ South Asia Studies, and Religious Studies and the Department of Music.
- October 2012: Gurinder Mann, Professor of Religious Studies at University of California, Santa Barbara. Title of Talk: "Sikhs and Sikh Studies in the United States." ME/SA and Religious Studies Public Lecture.
- May 2013: Priti Ramamurthy, Associate Professor of Women's Studies at the University of Washington and Chair of the South Asia Program. Title of Talk: "Your 'Technics' Awesome, Dude: Technology, Gender, and Perplexities of Smallholder Capitalism in India." India & South Asia Studies Speaker Series in ME/SA.
- October 2013: Fall Colloquium, Thomas Blom Hansen, Director of Center for South Asia, Stanford University. "Melancholia of Freedom: Social Life of an Indian Township in South Africa."
- November 2013: Giancarlo Casale, Associate Professor of History, University of Minnesota. "The Eunuch's Galleons: Cultural Exchange and the Technology of Warfare in the Early Modern Indian Ocean." Public Lecture, Mellon Research Initiative in Early Modern Studies, Co-Sponsored by ME/SA, Center for Science & Innovation Studies, History Department.



- November 2013: Debashree Duttaray, Professor at Jadavpur University in Kolkata, India and Fulbright Nehru Fellow at UC Berkeley. “Travelling Knowledges’ from the North East: A Case Study of Karbi Funeral Narratives.” Public Lecture, India & South Asia Studies Speaker Series in ME/SA.
- March 2014: Sunil Sharma, Chair of Modern Languages and Comparative Literature, Associate Professor of Persianate and Comparative Literature Convener of Persian and Hindi-Urdu, Boston University. “Imagining India in Safavid Isfahan.” Public Lecture.
- May 2014: UC-wide Symposium on Religion and Cities “Spirited Topographies: Urban Religiosity, Mobilities and Practices.” Organized by Smriti Srinivas, Professor of Anthropology at University of California, Davis.

## Appendix 6

### **Institutional Development & Faculty Initiative**

▪ **Education Abroad Programs (EAP) in the Middle East and South Asia:**

The EAP program of the UC system has been sending students to India and other countries. Our students on campus have shown interest in traveling and experiencing Middle Eastern and South Asian cultures and universities. They can take language classes while abroad or regular courses. For example, in Summer of 2014 Prof. Archana Venkatesan will lead an EAP two-course program in India entitled “Palaces of the Gods – Texts and Temples in South India.” Students can petition for relevant courses to be counted towards their minor. Some of these students would be very interested in getting a minor in ME/SA studies. Courses offered can provide them with pre-travel information that would enable them to understand the societies they are visiting better and would also make it easier to grasp their own experiences and culture shock while living abroad. Their experience does not have to end when they return and can benefit from the community that a ME/SA could nourish on campus.

▪ **Encyclopedia of Women and Islamic Cultures (EWIC):**

Prof. Suad Joseph is General Editor of the Encyclopedia of Women and Islamic Cultures (Brill Publishing). The EWIC, housed at UC Davis, the first of its kind on women of the Muslim world. EWIC has published six print volumes and eight online supplements between 2003-2013. It has over 1,000 authors, 1,500 articles, 4,000,000 words and covers 440 topics on all societies in which Muslims have a significant population from the rise of Islam to the present, all over the world. It has offices on campus and has provided research assistant positions and intern position and publishing opportunities for our undergraduate and graduate students. It is funded by Brill, Ford Foundation, the Henry Luce Foundation and UC Davis (over \$1 million in grant funds raised). (<http://sjoseph.ucdavis.edu/ewic> )

• **India & South Asia Speaker Series**

The University of Davis has been bringing prominent scholars in India & South Asia Studies, such as Dipesh Chakrabarty, Thomas Blom Hansen, Faisal Devji, Richard Eaton, Barbara Metcalf, Amir Mufti, Prithi Ramamurthy, Sumit Sarkar, Tanika Sarkar, etc., to the campus for several years, thanks to the generous support of members and patrons of the university and donors from the larger Indian and South Asian Community. In the Spring of 2012 the India & South Asia Program Committee launched a new speaker series in India & South Asia Studies to bring prominent persons and foreign dignitaries from this region of the world to give public lectures in the program.

▪ **Middle Eastern & South Asian Campus Climate Coordinator at the Cross Cultural Center:**

The Cross Cultural Center established in 2001-2002 a new intern position entitled Middle East Interim. This new position was meant to cater to the Middle Eastern community of students on campus that had had no previous representation in the cross-cultural center. The center originally consisted of Native American, African and African American, Chicano and Latino,

and Asian and Pacific Islander interns. Together the interns offer a source of communication and a support network for one another's communities. The center also offers funding for student events and activities. The position was terminated in the Fall 2003. At the request of the Arabic Student Union, the Muslim Student Association, and the Students for Justice in Palestine, the Chancellor Provost & Dean has funded a new intern at the Cross Cultural Center beginning in Fall 2012 under the title Middle Eastern & South Asian Campus Climate Coordinator.

▪ **University of California, International and Area Studies (UCIAS) Digital Collection:**

Professor Srinivas has been a Member of the Editorial Board of the University of California International and Area Studies (UCIAS) from 2005-2010. UCIAS is a partnership of the University of California Press, the eScholarship program at the California Digital Library (CDL), and internationally oriented research units on eight UC campuses. The UCIAS Digital Collection (<http://repositories.cdlib.org/uciaspubs/about.html>) publishes peer-reviewed articles, monographs, and edited volumes generated by research projects, workshops, seminars, and conferences at internationally oriented institutes, centers, and programs involving the University of California. The digital publications will be available free of charge and made persistently available through the CDL.

The upper level of a two-tiered system, the UCIAS Digital Collection draws on working papers from UCIAS-affiliated research units throughout the UC system. If a paper passes peer review, it is published in the UCIAS Digital Collection while the original working paper remains in the eScholarship Repository. Working papers are disseminated with other non-peer-reviewed material deposited in the eScholarship Repository (<http://repositories.cdlib.org/escholarship/>), a central location for pre-publication scholarship. The Repository and the Digital Collection are projects of the eScholarship program (<http://www.escholarship.cdlib.org/>), which was launched to facilitate scholar-led innovations and supports experiments in the production and dissemination of scholarly communications.

## **Appendix 7**

### **CCC Intern and ME/SA SAO**

- **Middle Eastern & South Asian Campus Climate Coordinator at the Cross Cultural Center:**

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- **Middle Eastern and South Asian Student Affairs Officer**

The position supports students within the ME/SA program and students of Middle Eastern, North African, and South Asian descent across the campus with a holistic approach to advising that takes into account their special needs, and social, cultural, and political stresses. The SAO attends student events and meetings and provides program advising. She/he helps create programming and events for students around academic success, leadership development and special events; while working with students and campus partners, such as the Center for Student Involvement, the Cross Cultural Center, the Women's Resources and Research Center, and the LGBTIA Resource Center. The SAO is sitting at various tables advocating for ME/SA students and their needs.

She/he teaches and facilitates seminars on academic success and retention that are relevant for ME/SA communities, and works on various future projects, such as: a ME/SA component within the Student Recruitment and Retention Center, a ME/SA Academic Themed Program floor in Student Housing, a halal option in some of the campus dining commons, a UCD ME/SA alumni network, a ME/SA mentorship program of graduate & professional students and undergraduates, and a ME/SA Community Advising Network Counselor for mental health care.

## Appendix 8

### Student and Community Work

#### ▪ **Highlights of Student Activities and Events 2012-2014:**

- Afghan Awareness Week (Spring Quarters 2001-2013)
- Afghan Student Association: Poetry Nights, Coat Drive (Winter 2013), “Kites for a Cause” Charity Event, ‘Etehad’ Banquet (Spring 2013), Speakers on Contemporary Issues (ongoing)
- Pakistani Student Association Banquet (??? Quarter)
- Indian Student Association Culture Show (Spring Quarter), Celebrations for Diwali, Holi, and Raas Garba
- Lakshara dance performance at Shifa Community Clinic Event “Feel The Beat II” (Spring Quarter)
- Pakistani Student Association Banquet (Winter Quarter)
- Sikh Cultural Association biweekly Kirtan Night, Speaker Events such as “Sikhs, Punjab, and India – post 1947”
- Visions at UC Davis event: COLORS OF INDIA- An Indian Cultural Extravaganza with performances by UCD student groups Jhankaar and Lashkara. (Fall Quarter)
- ME/SA Culture Week and Community Summit: quad-kick off, open-faith dialogue, poetry night, discussion of contemporary issues, workshops, team-building exercises, self-reflection, project diaries, Kirtan night, My Big Fat Punjabi Wedding, South Asia Partition dialogue (Spring 2013)
- HAFLA/MELA student accomplishment celebration (Spring 2013)

#### ▪ **Student Organizations and Coalitions:**

##### **The Afghan Sponsorship Foundation (ASF)**

“The Afghan Sponsorship Foundation (ASF) is a nonprofit organization committed to reaching out to the poverty stricken communities of Afghanistan. ASF strives to aid these communities via specific sponsorship programs. As the UC Davis chapter of this foundation, our goal is to help aid ASF through fundraising, networking and raising awareness. We find it vital that we educate the students of UC Davis about the issues that the poor Afghan civilians face and the difference ASF can make, and is making, in Afghanistan.” (<http://csi.ucdavis.edu/find-a-student-org/>; 16 October 2013)

##### **Afghan Student Association**

“The Afghan Student Association (ASA) intends to promote awareness, tolerance, and peace in issues relating to Afghanistan in UC Davis and the surrounding communities. ASA recognizes that the gateway to achieving the ultimate goal of peace resides in knowledge and understanding. It is for this reason that the ASA's mission includes promoting an understanding of Afghan religion, culture, and politics.”

(<http://csi.ucdavis.edu/find-a-student-org/> 14. October 2013)

### **Bhagat Puran Singh Health Initiative (BPSHI)**

“Bhagat Puran Singh Health Initiative was started by a few students from UC Davis and Sacramento State in an effort to provide basic healthcare screening and general health/nutrition advice to underserved and neglected communities. In honor of Bhagat Puran Singh’s (June 4, 1904 – August 5, 1992) devotion to humanity and selfless service (Sewa), a few UC Davis and Sacramento State students started the Bhagat Puran Singh Health Initiative. Bhagat Puran Singh Ji started with nothing but 2 rupees and the clothes on his back after the partition of 1947 and starting with two patients, he created the biggest and most successful charitable foundation northern India has ever seen. Bhagat Puran Singh Ji took up anyone that could not support themselves: abandoned children with Down’s syndrome, adults with mental retardation, Tuberculosis cases.... etc, anything that other people wouldn’t touch. Since then, tens of thousands have found homes, treatments, and education. Now here in America, we have many luxuries and strive only to gain wealth. Why not bring Bhagat Ji’s idea of truly selfless Sewa to our Youth and community in America? The inspiring story of Bhagat Puran Singh should inspire our community’s youth to do more acts of Sewa, and we are trying to bring about that change by offering free health awareness fairs with Doctors, Dentists, and Optometrists to check your health, teeth, and eyes. We would also like to get involved with local homeless shelters to provide food and clothing for the homeless in an effort to extend our Community Services efforts.”

(<http://csi.ucdavis.edu/find-a-student-org/>; 14. October 2013)

### **Children of Tomorrow**

“Our mission is to empower and motivate disadvantaged children by providing them with resources that would otherwise not be readily accessible to them. By working along side Shanti Bhavan, a school that provides an education free of charge to India’s most vulnerable and disadvantaged children of the lowest caste system, and with elementary school students in the Sacramento-nato area, we seek to instill confidence in these children, by not only providing them with material resources, but by also providing services such as tutoring and mentoring, and by organizing community events for them. Together, we believe that this will provide them with a means to start planning a successful future.”

(<http://csi.ucdavis.edu/find-a-student-org/>, 06. November 2013)

### **Delta Phi Omega Sorority Inc.**

“The purpose of Delta Phi Omega shall be to foster unity among women, build community awareness, and gain a greater understanding of oneself and others. The sorority aspires to instill leadership traits, excel in all academic endeavors, to encourage an active relationship between the sorority and its respective university, and shall do so with the utmost compassion, dignity, and fortitude. Delta Phi Omega Sorority, Inc. was established on December 6, 1998 at the University of Houston by sixteen South Asian women who recognized the need for an organization to promote the advancement of South Asian women. Seventeen women from various backgrounds came together with the common goal of uniting women among the South Asian community. The Founders created the backbone of this sorority on the basis of the five pillars of Sisterhood, Respect, Loyalty, Honesty, and Friendship. They envisioned an organization that would highlight the diverse Indian culture through participation in community and social service projects Through determination and perseverance, this vision evolved into a

reality and as a result has become a highly sought after organization for women across the United States. With each passing year, Delta Phi Omega continues to grow and make its presence known not only within their respective universities but also within the community.”

(<http://csi.ucdavis.edu/find-a-student-org/>; 14. October 2013)

### **Indian Graduate Student Association, UC Davis (IGSA)**

“IGSA is an organization for students from India, or of Indian origin, or from any other part of the world interested in staying connected to the Indian culture. Membership to IGSA is open to individuals irrespective of academic rank, country of origin, or affiliation with UC-Davis. We also encourage post-doctoral students, research association, faculty, UC Davis alumni, and anyone interested in bringing their experience to our organization. In short - we welcome everyone. The primary mission of IGSA is to foster and promote social interaction within the Indian community in and around Davis. We also hope to provide a support group to all its members, and to provide a forum to discuss and debate important Indian and Indo-US issues.”

(<http://ucdigsa.wix.com/>; October 23, 2013)

### **Indian Student Association at UC Davis (ISA)**

“The Indian Student Association at UC Davis is the only undergraduate student run organization at UCD that allows for Indian as well as other students interested in Indian cultures and traditions to unite under one common organization. Our main goals are to bring the UC Davis community closer through holding social events for cultural awareness, fundraising for the underprivileged community, and working in conjunction with other South Asian organizations.”

(<http://csi.ucdavis.edu/find-a-student-org/>; 14. October 2013)

### **Jhankaar**

“Jhankaar is a UC Davis South-Asian A cappella team that aims to promote rhythmic unity between Bollywood, Pakistani, and Western Music with Middle Eastern influences. We aspire to blend these powerful and versatile musical styles and convey that this kind of fusion has the ability to unite people from different backgrounds through a common thread- a passion for music. We are a competitive singing team and plan to take part in various competitions nationwide!

(<http://csi.ucdavis.edu/find-a-student-org/>; 14. October 2013)

### **Lashkara Hindi Film Dance Team**

“The Official Competitive Hindi Film-Fusion Team at UC Davis! We include a versatile intercollegiate Hindi Film Dance (HFD) team that incorporates fusion dance styles such as hip hop, jazz, salsa, and Indian classical dance. Lashkara fuses together the finest of classical and modern dance forms to bring the best of Bollywood to all audiences. As a member of Lashkara, you will grow as a dancer, meet the best of friends, and perform in front of thousands of people doing what you love! Show your love and support for premier HFD dance team at UC Davis, LASHKARA!!!

(<http://csi.ucdavis.edu/find-a-student-org/>; 14. October 2013)

### **Pakistani Student Association at UC Davis (PSA at UC Davis)**

“The Pakistani Student Association at the University of California, Davis was created as an outlet through which Pakistani students can come together to help raise awareness about Pakistan

as well as promote its rich culture and heritage. The PSA at UC Davis is dedicated to provide a welcoming community for Pakistani students on campus through general body meetings, quarterly events, and our annual banquet. Aside from cultural events, we also serve as a humanitarian organization and do as much as we can financially and communicatively to support the people of Pakistan.” (<http://csi.ucdavis.edu/find-a-student-org/>; 14. October 2013)

### **Project RISHI**

“Project RISHI (Rural India Social and Health Improvement) is a non- profit organization whose mission is to promote the sustainable development and growth of rural Indian communities. In partnership with local community members and social enterprises, we identify issues central to our target communities and provide the resources necessary to implement solutions through extensive field research and on-campus initiatives.”

(<http://csi.ucdavis.edu/find-a-student-org/>, 06. November 2013)

### **Shifa Clinic**

“Shifa Clinic is a non-profit, student-run medical facility dedicated to serving the diverse, medically uninsured population of the greater Sacramento area. Every Sunday, the clinic provides basic as well as specialized medical services free of charge to patients of many ethnicities and backgrounds. In addition, as a teaching center for medical students and undergraduate volunteers, Shifa Clinic takes an active role in shaping the physicians of the future. Clinic operation is a collaborative effort between undergraduates performing administrative duties, medical students interviewing patients and performing physical exams, and volunteer physicians recommending appropriate treatments regimens and teaching students basic clinical skills. The concept of a volunteer, free clinic for the uninsured originated in 1994 when two dedicated physicians organized a small clinic in an apartment building donated by the V Street Mosque. They operated this free clinic for many years with minimal facilities. The clinic was officially affiliated with UC Davis School of Medicine officially on June 15, 2005. A three party agreement between Shifa Community Clinic, UC Davis School of Medicine, and the Muslim Mosque Association was finalized.”

([http://shifaclinic.org/about\\_us.html](http://shifaclinic.org/about_us.html), 06. November 2013)

### **Sikh Cultural Association**

“Sikh Cultural Association (SCA) is an organization at University of California, Davis that brings together identities of Sikh and/or Punjabi Americans in the aim of providing students with a safe space that allows further exploration of Sikhism and/or the Punjabi culture.”

(<http://csi.ucdavis.edu/find-a-student-org/> 14. October 2013)

### **Sikh Student Association**

“The Sikh Student Association at UCD provides Sikh students at UCD with a club where they can practice their religion, while also learning about others religions. The sole purpose will be to hold religious workshops and encourage Sikh youth to learn about their religion and the religions of their peers.”

(<http://csi.ucdavis.edu/find-a-student-org/> 14. October 2013)



### **UC Davis Giddha**

“Giddha at UC Davis is an all female folk dance team that is dedicated to representing and sharing the North Indian-Punjabi- culture. Nationally recognized, Giddha at UC Davis is committed to honoring Punjabi tradition, while offering a fun, artistic and innovative outlet for students through folk dance.”

(<http://experiencedavis.weebly.com/culture-organizations.html>, 06. November 2013)

### **UC Davis Sunataya**

A Bharatanatyam dance group of UC Davis students performing at various events, such as the October 2013 International Festival of the International House in Davis.

(<https://www.facebook.com/UcDavisSunatya>, 06. November 2013)

### **Visions at UC Davis**

“Visions at UC Davis supports educational initiatives for disadvantaged youth. Our focus this year is on displaced communities in Sri Lanka, following their nearly 30 year catastrophic civil war. Visions leadership programs have been running since 2003, in which approximately 100 international and local volunteers have helped to directly train over 1,270 youth and teachers. In addition to working with students, Visions also supports teacher trainings, youth scholarships, and local NGO development that is designed to enable communities affected by conflict or poverty to become self-sufficient and capable of participating as leaders in today’s society. As a Visions volunteer, you have the opportunity to gain leadership experience, work with a fun team, travel abroad, and most importantly, make a difference!”

(<http://csi.ucdavis.edu/find-a-student-org/>, 06. November 2013)

### **Volunteering Together for Service (VT Seva)**

“VT Seva is a non-profit 501(c)3 organization with chapters in Boston, Dallas, Houston, New Jersey, Seattle, Washington D C, and the Bay Area. A brand new chapter has been started in Davis. Its mission is promote understanding and tolerance in society by empowering our community with the values of volunteering and philanthropy. In turn, our members will learn how to plan, develop, and implement projects for the protection of animals and environment, promote free health programs, provide quality education and life skills to underprivileged families, help organize disaster relief programs in times of need, and build bridges between different communities. Our activities are focused in four major areas: 1. Provide education to underprivileged children and to build schools in remote, tribal areas of India and other countries. 2. Provide education to blind children. 3. Spread awareness about cancer and provide facilities for early cancer detection in impoverished communities. 4. Spread awareness about being environmentally friendly and protecting mother earth. VT Seva's vision is to see all children and adults of the impoverished communities of India and other countries have access and opportunities to quality education and health care and enable them to live with dignity and pride.”

(<http://csi.ucdavis.edu/find-a-student-org/>, 06. November 2013)

## **Appendix 9**

### **Language Program**

There has been a strong interest in the community of Davis and in the students in taking Hindi/Urdu. Two years of Hindi/Urdu study is currently being offered through the Classics Program at UC Davis and during academic year 2011-2012 almost 200 students were enrolled in these courses.

In 2005, 874 students signed a petition asking for Urdu language classes to be offered at UC Davis. Again, in 2007 300 students signed a petition asking that UC Davis offer courses in third-year Urdu.

Currently, we have Hindi/Urdu offered at the introductory and intermediate levels. In the future, depending on further financial support from the university and the success of our fundraising drive, we would like to add Hindi/Urdu at the advanced (third-year) level.

## Appendix 10

### **Nationwide Programs in India & South Asia Studies**

#### **Columbia University**

The South Asia Institute offers a MA in South Asia Studies.

<http://sai.columbia.edu/>

#### **Cornell University**

The South Asia Program, housed under the Einaudi Center for International Studies, offers an undergraduate Minor in South Asian Studies and a MA Concentration in South Asia

<http://sap.einaudi.cornell.edu>

#### **Harvard University**

The Department of South Asian Studies offers an undergraduate Certificate, an AM, and PhD in South Asian Studies.

<http://sas.fas.harvard.edu/>

#### **Princeton University**

The Program in South Asian Studies offers an undergraduate Certificate in South Asian Studies

[http://www.princeton.edu/~piirs/programs/sasian\\_studies/](http://www.princeton.edu/~piirs/programs/sasian_studies/)

#### **Stanford University**

The Center for South Asia organizes courses, speakers, events, and conferences about South Asia. There is no degree program.

<http://southasia.stanford.edu/>

#### **Syracuse University**

The South Asia Center, located within the Moynihan Institute of Global Affairs, offers a Minor in South Asian Studies

[http://thecollege.syr.edu/students/undergraduate/interdisciplinary/south\\_asian\\_studies/index.html](http://thecollege.syr.edu/students/undergraduate/interdisciplinary/south_asian_studies/index.html)

#### **University of California, Berkeley**

The Department of South & Southeast Asian Studies offers a BA, MA and PhD in South & Southeast Asian Studies

<http://sseas.berkeley.edu/>

#### **University of California, Los Angeles**

The International Institute through the International & Area Studies Interdepartmental Program and with support from the Center for India and South Asia offers an undergraduate Minor in South Asian Studies

<http://www.international.ucla.edu/southasia/study/>

**University of Chicago**

The South Asian Languages and Civilization Program (SALC) offers a Minor, MA, and PhD in South Asian Languages and Civilizations.

<http://salc.uchicago.edu/>

**University of Hawaii, Manoa**

School of Pacific and Asian Studies houses the Center for South Asian Studies and works with the Department of Asian Studies to offer a BA degree with Concentration in South Asian Studies. They also offer graduate Certificates and a MA in Asian Studies.

<http://www.hawaii.edu/csas/>

<http://manoa.hawaii.edu/asianstudies/>

<http://manoa.hawaii.edu/spas/>

**University of Illinois, Urbana-Champaign**

The Center for South Asian & Middle Eastern Studies offers an interdisciplinary Minor and a MA in South Asian Studies.

<http://www.csames.illinois.edu/program/southasian/>

**University of Michigan**

The Center for South Asian Studies offers a MA in South Asian Studies.

<http://www.i.umich.edu/csas/>

**University of Pennsylvania**

The Department of South Asia Studies offers BA, MA, and PhD in South Asia Studies

<https://www.southasia.upenn.edu/>

**University of Texas, Austin**

The Department of Asian Studies offers BA specializations in South Asia, Hindi/Urdu, Malayalam, Sanskrit and Tamil and, with the South Asia Center, also supports MA and PhD graduate students.

<http://www.utexas.edu/cola/depts/asianstudies/>

<http://www.utexas.edu/cola/insts/southasia/>

**University of Virginia**

The Department of Middle Eastern and South Asian Languages and Cultures offers BA and MA degrees in South Asian Studies or South Asian Languages and Literatures. The South Asia Center on the campus augments this departmental work.

<http://mesalc.virginia.edu/>

**University of Washington**

The South Asia Center housed in The Henry M. Jackson School of International Studies offers a BA in Asian Studies (South Asia Concentration); a Graduate Certificate in South Asian Studies; and a MA in International Studies (South Asia)

<http://jsis.washington.edu/soasia/programs.shtml>

**University of Wisconsin-Madison**

The Center for South Asia offers an undergraduate Certificate in South Asian Studies

<http://southasia.wisc.edu/undergraduate-studies/>