This course is designed as an introduction to the peoples and cultures of the countries that make up modern South Asia—Bangladesh, India, Nepal, Pakistan, Sri Lanka, and Afghanistan—and the contemporary problems that mark South Asia in a global context. The purpose of this course is to dislocate/complicate essentialized representations of South Asia as a timeless “object” of study, and move toward a complex analysis of how South Asian cultures and identities are produced and shaped by the processes of colonialism, nationalism, capitalism, globalization and environmental change. The course focuses on a variety of topics that inform modern South Asia such as religion, caste, class, nationalism, ethnicity, family life, gender, sexuality, diaspora, environment, and globalization.

We will discuss the following Key Concepts in this course from anthropological and cross-cultural perspectives:

- Individual v. Dividual/Collective Self
- South Asian Diasporas
- Independence Wars and Religious Nationalisms
- Extended Family v. Nuclear Family
- Caste V. Class
- Gender, Sexuality, Trans, and Hijra Identity
- Arranged v. Romantic Marriages
- Colonialism, Nationalism, Modernity
- Development and Women’s Empowerment
- Precariat Labor and Global Garment Industry
- Environment and Saving Tigers

**COVID-19 Safety Plans.** The UO is following CDC Guidance for Institutions of Higher Education at the direction of Oregon Health Authority. Please check the following for information:

[https://coronavirus.uoregon.edu/](https://coronavirus.uoregon.edu/)
Face coverings are required indoors in all UO facilities, unless alone in a room or eating in a designated area.
Check your symptoms. Don’t come to campus sick.

**COURSE LEARNING OUTCOMES:**
The course is designed with the following learning outcomes. Students in this course will learn to critically analyze:

a) The complexity of human social organizations (state, family, religion, NGOs) from cross-cultural perspectives.
b) The comparative dimensions of race, caste, and class in South Asia.
c) Global forms of capital—telemarketing, outsourcing, and the garment industry.
d) Social movements and popular resistance to economic marginalization and environmental degradation.
e) Changing norms of gender and sexual identity.
f) Connections between war and religious nationalism.

**HOW TO SUCCEED IN AN ONLINE COURSE**
To succeed in an online course, you need to be motivated and self-disciplined. I will provide the materials and resources to guide you through the course. It is up to YOU to learn the course materials by keeping up with the assigned readings, watching films, and attending discussion sections regularly. You should also take all assignments seriously and submit them on time.
Assignments have been designed to test your knowledge of the course material and to build your skills as a student. To get the most out of each assignment be sure you study before completing them and submit thoughtful and analytical writing.

To have a less stressful experience, you will need to have access to highspeed Internet in order to take timed quizzes, review lectures and to watch assigned films.

**CHECK YOUR CANVAS MESSAGES AND UNIVERSITY EMAILS FREQUENTLY**
I am here to facilitate your learning and to provide you with guidance, insight, and feedback. To do so we need to be in good communication. Good communication means that we check our university emails and Canvas frequently.

I (Instructor) and GE will attempt to respond to Canvas messages and emails within 24 hours. Over the weekend it may take longer. If we do not respond, please follow up with a second email.

**When you email me, Dr. Karim, please do the following:**

1. In the subject line include the course number (ANTH 331) and a subject that summarizes the purpose of the email. Doing so will make sure your email does not get lost in my inbox.
2. Always include a salutation (e.g. “Dear Dr. Karim”) and a closing that identifies who you are (e.g. “Sincerely, ‘Your Name’”).
3. Please do the same for your GE.

**Please get into the habit of composing an email in this manner. This is a skill that will be useful in the future when applying for jobs and graduate/professional school.**

VIRTUAL OFFICE HOURS AND VIDEO CHAT WITH INSTRUCTOR BY APPOINTMENT:

Currently, we will not conduct any face-to-face office hours. Please sign up for my or GE’s weekly office hours. I also want you to meet me at least once during my office hours during the term.

CULTIVATING A SAFE LEARNING ENVIRONMENT ONLINE:

All perspectives are welcome in this course if presented with civility and scholarly rigor. Two standards of expectations regulate student responsibility in this course—these standards are non-negotiable.

1. Respect yourself and others: a diversity of views should be expected and protected. You are expected to engage the issues in a mature, reasonable, and respectful manner, and to show respect for other students and the instructor at all times.

2. Bring your minds: This course is an intellectual, not an experiential, endeavor. Therefore, an informed discussion of the issues addressed in this course is essential for success.

COURSE REQUIREMENTS AND POLICIES
Please read the following carefully.

READINGS
All Readings are Uploaded to Weekly Modules on Canvas

HOW TO DO THE READINGS
Read the materials prior to class. Below are the guidelines for reading the assigned texts.

1. What are the author’s main objectives?
2. What are the major findings of the article/book?
3. What is the context for the writing of this article/book? For example, try to understand how the article relates to topics such as ethnicity, sexuality, nationalism, and globalization.
4. Do you agree with the arguments? Why or why not?

GRADED ASSIGNMENTS

| Midterm      | Week Five | 30% |
GRADED ASSIGNMENTS

1. Midterm Exam (30%) will have two essay questions and may have several multiple-choice and/or true/false questions. The exam will be taken at the end of Week Five and it will be online via Canvas.

Sample True/False:
a) In the essay, “High and Low Castes in Karani,” the author asserts that the different castes in Karani live in a constant state of conflict.” Is this statement true or false? Answer the question with examples drawn from the readings.

Sample Essay Question:
b) Draw on two examples from the article “High and Low Castes in Karani” to show how food prohibitions and caste function in Karani. Why are dietary restrictions so important to caste identity in India? What are some of the dietary restrictions in the US and how do they compare to Hindu dietary restrictions?

2. Reflection Essay (30%)

Students will write a reflection essay (4-5 pages, double-spaced) on what you learned from this course. How did the course change your views on topics such as family, the individual, class, caste, women’s roles, trans identity (Hijra), food prohibitions, etc.? Pick one or two topics and write a synthetic paper on your reflections. This is due Week 8.

3. Final Exam (20%)

Final Exam will open on Monday of Week 11 at 8AM PST and remain open for 72 hours. It will be on Canvas and may have a combination of short and True/False questions. It will cover the entire course.

4. Discussion Questions (5%)

Each student will submit two questions from the readings once during the term. You will post them to a Weekly Discussion thread. Your GE will sign you up for it during Week One.

5. Midterm Evaluation (5%)

If you fill out the midterm course evaluation you will get 5 points. Please do the midterm evaluation. It helps us to respond to student concerns and conduct the class more efficiently.
6. Attendance (10%)

Attendance will be taken in Discussion class. There are ten Discussion class meetings. Each class =1 point for a total of 10 points.

Late Assignments

Assignments are due on dates assigned unless the instructor gives prior permission. Late assignments will be accepted only in the event of documented accidents, family emergencies, or illnesses. No make-up examinations will be given without proper documentation. Please contact me if you are facing serious issues that intervene with your academic performance.

GRADING SCALE

There are no A+ grades in this course

100-94% = A
90-93% = A-
89-87% = B+
86-84% = B
80-83% = B-
79-77% = C+
76-74% = C
70-73%=C-
69-67% = D+
66-64%=D

Grades below 64% is a F grade. I do not assign D- grades.

ACCESSIBLE EDUCATION

We want to ensure that all of you can be successful in the course. Please inform Dr. Karim or GE Malvya Chintakindi if you require extra time on your exams. Please provide email documentation from the Accessible Education Center (AEC) at the University of Oregon.
The University of Oregon is dedicated to the principles of equal opportunity in education and accepts diversity as an affirmation of individual identity within a welcoming community. Disability is recognized as an aspect of diversity integral to the university and to society. Accommodations will be made for all students needing them in consultation with that student and any other support team members. https://aec.uoregon.edu/

ACADEMIC HONESTY AND PLAGIARISM:

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (for ideas, quotations, and paraphrases) must be properly acknowledged and documented. Violations will be taken seriously and are noted on student disciplinary records. Please review the University’s policies at:

https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code

We will run all submitted work through Turnitin that will check for plagiarism

OPEN LEARNING ENVIRONMENT

The intention and structure of university level courses are to provide open, thoughtful forums for a wide variety of topics. Our classroom has a culture of inclusion and respect. The University of Oregon affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, gender identity, gender expression, or any other consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders as, outlined in the statement from the Office of Affirmative Action and Equal Opportunity. https://hr.uoregon.edu/employee-labor-relations/affirmative-action/uo-equal-opportunity-non-discrimination-and-affirmative

WELCOMING CAMPUS AND CLASSROOM

This classroom embraces everyone, and all immigration statuses and we will actively work to create a safe and inclusive space for those who need open support for their own and their family’s immigration status. Consistent with the statement of UO President Michael Schill of September 4, 2017: “Regardless of what happens in our nation's capital, I want to again make very clear that the University of Oregon supports every student, regardless of immigration status. Every person on our campus is valued and welcomed because of and not despite their diversity of thought, race, culture, background, religion, gender identity, sexual orientation, and birthplace. Our many differences enrich this institution's learning environment, enhance the student experience, and are essential to our mission of teaching, research, and service.”

STUDENT RESOURCES:

• https://counseling.uoregon.edu/ http://health.uoregon.edu
CLASS SCHEDULE

• All readings are uploaded as PDFs to canvas.

• Readings that are from the e-book * Everyday Life in South Asia are indicated on syllabus. *Everyday Life in South Asia* is available as an e-book thru the Knight Library. You can connect to it via this link [https://ebookcentral-proquest-com.libproxy.uoregon.edu/lib/uoregon/detail.action?docID=1402903](https://ebookcentral-proquest-com.libproxy.uoregon.edu/lib/uoregon/detail.action?docID=1402903)

• Each week’s readings have one or more documentaries. It is very important for you to watch these documentaries to get a sense of South Asian peoples, cultures, and the environment. Do the readings and watch the documentaries prior to class.

WEEK ONE

*Introduction to Modern South Asia: Nationalism and States*

Keywords: Mohenjodaro/Harappa, Indus Valley Civilization, Indo-Aryans, Brahminical Order, Vedas, Epics, Hinduism, Jainism/Buddhism, Sikhism, Islam in India

Monday  A review of ancient India. Please go to the following site online and scroll through the slide show. This is not a secure link, so I cannot post it to Canvas. It is maintained by the University of Wisconsin, Madison for public use.


Around the Indus in 90 slides

http://www.harappa.com/indus/indus0.html

David Ludden. “Inventing Ancient Civilizations” PDF on Canvas
Skim for an overview of ancient India

Wednesday
Richard Davis. “A Brief History of Religions of India.” PDF on canvas
Focus on Hinduism and Islam in India. Religious identity and food prohibitions, beef for Hindus and pork for Muslims

Video: Should Beef Be Banned In India
https://www.youtube.com/watch?v=aViL-4Fy5Cw&t=144s

Recommended movie: Gandhi
If you have access to this movie via Netflix, please watch it. It is a long movie (3 hours) but it will give you an idea of the non-violent movement in India that led to the partition of India and creation of Pakistan in 1947. The non-violent movement resulted in a massive dislocation of people and religious riots among Hindus, Muslims, and Sikhs.

Friday
Students sign-up for weekly questions and discuss Indian religions

Week Two

British Colonialism and Creation of India, Pakistan, and Bangladesh

Keywords: colonialism, imperialism, extractive capital, national movements, religious conflicts, state formation

Monday
Introduction, Everyday Life in South Asia, pp. 1-7
Barbara Metcalf. “Introduction: Britain and India in the Eighteenth Century”

Wednesday
David Luddden. “Creating Nations..” pp. 221-234
Our focus will be on the partition of India in 1947, the religious riots of 1947, and the independence of Bangladesh from Pakistan in 1971

Friday
Discussion: Reflect on colonialism and nationalism and the creation of new states. While states were created, what happened to ordinary people? Compare 1947 (the partition of India) with 1971 (the independence struggle for Bangladesh)

Week Three

Family and Life Course
Keywords: family, individual v. individual self, gender roles, joint and nuclear family, social structure, education of women

Monday

Susan Wadley. “One Straw From a Broom Cannot Sweep: The Ideology and Practice of the Joint Family in Rural North India” from Everyday Life in South Asia (e-book Knight Library)

Video: Dadi’s Family
https://www.youtube.com/watch?v=G8ZsYgmC7E4&list=PLNxxXmfzVhCOnF78Rr5-PzeL6iUJDOc6K

Wednesday

Susan Seymour. “Family and Gender System in Transition: A Thirty-Five Year Perspective” from Everyday Life in South Asia (e-book Knight Library)

Friday

Compare and contrast South Asian and US family system. What is the joint family system? Discuss kinship relations and obligations.

Week Four

Caste, Class and Food Prohibitions

Keywords: caste, class, Dalits, Ambedkar, social hierarchy, untouchability

Mon

Ambedkar, B. R. “The Annihilation of Caste”

What is Caste?
https://www.britannica.com/topic/caste-social-differentiation

Video: A Caste at Birth

Wed

Dickey, Sara. “Anjali’s Alliance: Class Mobility in Urban India” in Everyday Life in South Asia (e-book)

Online

Dalit Muslims of India
https://www.youtube.com/watch?v=y7xTSy4P9QI

“Dalits of Bangladesh” PowerPoint on Canvas

Friday

Discussion: What is caste and class? How would you compare caste with race in the US context? Discuss beef ban in India and its effects on members of other religions

Should Beef be Banned in India
https://www.youtube.com/watch?v=aViL-4Fy5Cw&t=55s
Week Five

Sexuality, Gender and Trans/Hijra Identities

Keywords: gender roles, transsexuality, Hijra identity, arranged marriage


Video: Third gender in India: Hijras, the Kinnars daughters

https://www.youtube.com/watch?v=5O3gqFvhliU

Wed  Serena Nanda. “Arranging a Marriage in India”


Online  Video: India’s Marriage Business

https://www.youtube.com/watch?v=5sfoySIAc0s

Recommended Movie: Meet the Patels

https://www.youtube.com/watch?v=KqD5S5zTMGs

Friday  Discussion. Review material to date for midterm exam.

Midterm Exam Online on Friday begins at 5 pm and closes at 10 am Monday

Week Six

Women’s Empowerment

Keywords: development, neoliberalism, microcredit/microfinance, women’s empowerment, NGOs

Mon  Muhammad Yunus. “A History of Microfinance”

Sengupta and Abuchon. “Microfinance Revolution”

Watch  Video: Bonsai People

https://www.youtube.com/watch?v=qbFPyTyE__E&t=1555s
Wed  Lamia Karim. “Demystifying Micro-Credit: The Grameen Bank, NGOs and Neoliberalism in Bangladesh” pp. 5-29

Fri  Discuss microfinance, women’s empowerment, NGOs, mission drift.

**Week Seven**

**Environment and Tigers**

Keywords: state, environment, cosmopolitan tigers, local people, animal/humans


Watch Online  Documentary: *The Sunderbans, Bangladesh Man Eating Tigers, BBC*  
[https://www.youtube.com/watch?v=KBuH06SxpGY&t=2s](https://www.youtube.com/watch?v=KBuH06SxpGY&t=2s)

Wednesday  Annu Jalais. “Sunderbans: Whose World Heritage Site?” pp. 335-341

**Week Eight**

**Workers in the Global Garment Industry**

Keywords: labor, factory work, wages, global supply chains, fast fashion


Watch Online  Video: *Made in Bangladesh: The Fifth Estate*  
[https://www.youtube.com/watch?v=onD5UOP5z_c](https://www.youtube.com/watch?v=onD5UOP5z_c)

Wed  Sanchita Banerjee. “Off the radar: subcontracting in Bangladesh’s Garment Factory” pp. 17

Friday  Garment industry, fast fashion, global supply chain  
**Reflective Essays Due**

**Week Nine**

**Global Pandemics and Diaspora**

Mon  COVID-19 in India Malvya Chintakindi


Watch Online  Watch: *Bricklane*  
Available via following link at UO Library
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<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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<tr>
<td>Friday</td>
<td>Discussion: Covid in India, South Asian Migrants, Discuss <em>Bricklane</em></td>
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<td>Week Ten</td>
<td><strong>Immigrant Stories</strong></td>
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<td>Mon</td>
<td>Read Immigrant Story posted as PDF to Canvas</td>
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<td>Discuss South Asian immigrant lives</td>
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<td>Wed</td>
<td>Course Review</td>
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<td>Hip-Hop Music/Street Foods/Recap Course Materials</td>
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<td>Gordon Ramsay Learns How to Make Biriyani</td>
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<td>Street Foods of Bangladesh</td>
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<td>The Food Ranger</td>
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<td>Bangladeshi Hip Hop</td>
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<tr>
<td>Friday</td>
<td>Come to Discussion class with questions re: course materials for final</td>
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<td><strong>Final Exam on Canvas</strong></td>
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