



NATIONAL ENDOWMENT FOR THE

Humanities

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Proposal

The attached document contains the narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful proposal may be crafted. Every successful proposal is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the program guidelines at <http://www.neh.gov/grants/education/bridging-cultures-community-colleges> for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: South Asia: An NEH Bridging Cultures Project

Institution: Community College of Philadelphia

Project Directors: Lakshmi Gudipati and David Prejsnar

Grant Program: Bridging Cultures at Community Colleges

Community College of Philadelphia
Bridging Cultures in South Asia: An Interdisciplinary Study
Project Narrative

Community College of Philadelphia seeks funding for a two-year project titled “Bridging Cultures in South Asia: An Interdisciplinary Study.” The project will explore how one world region, South Asia, (which includes the present day nation-states of India, Pakistan, Bangladesh, Afghanistan, Sri Lanka, Nepal and Bhutan), has confronted and negotiated cultural divides and diversity from the ancient period through the partition era. The objectives of the project are (1) engagement of eight junior faculty each year in a year-long seminar on the interdisciplinary study of humanities using South Asia as the focus; (2) development of course modules that will infuse topics in South Asian cultures using bridging cultures themes into targeted humanities and related courses; (3) creation of a new interdisciplinary humanities course on South Asia; (4) expansion of the college’s scholarly print and audio-visual resources on South Asia; and (5) strengthening the relationship between the college and the University of Pennsylvania’s South Asia Center.

I. Intellectual Rationale

In the 2009 introduction to *Global India Circa 100 CE: South Asia in Early World History*, editor of the *Key Issues in Asian Studies* series Lucien Ellington writes: “one of the most mistaken stereotypes about South Asian civilizations is that they, in contrast, to the ‘dynamic’ west, have been static throughout the centuries; for over a century, too many academic historians have often neglected rendering accounts of individuals in their attempts to help students and the public learn about the past”; Ellington also praises the interdisciplinary approach to the study of human cultures exemplified by *Global India* author Richard H. Davis. An equally powerful new paradigm in research on South Asia, attributed to the ground-breaking theories of South Asian scholars such as

Sheldon Pollock, calls for research based evidence from the philosophical and literary texts of pre-colonial South Asia to illustrate the dynamic nature of the region's cultural and intellectual discursive practices. Likewise, historians Cynthia Talbot and Catherine Asher write on evolving Hindu-Muslim dynamics in politics, the arts and religion. They argue that "the roots of many controversial issues that divide the peoples of South Asia along national, regional, religious and ethnic lines" lie in the years between 1200 and 1750, and need a fresh examination (Asher and Talbot xiii). These advances in the scholarship of South Asia and in the study of global cultures will be introduced to faculty at the College through this project proposed to NEH's *Bridging Cultures* at Community Colleges program.

Faculty participants in the "Bridging Cultures in South Asia: An Interdisciplinary Study" seminar will study texts and themes from South Asian history in order to examine the region's negotiation of diversity in the realms of religion, philosophy, literature, history, art, architecture and civil society. Historical realities of many invasions from as early as the fifth century BCE and settlement in the subcontinent of various cultures compelled the region to articulate and foreground the issues of cultural differences. For example, as some scholars conclude, as early as the fifth-century BCE, Buddhism and Jainism were founded as a heterodox response to the Vedic orthodoxy for both provided an inclusive space for people of lower castes, merchants, farmers, guildsman and laborers. The Satavahana rulers in the Deccan in c. 200 BCE and the Mughal Emperor Akbar (r. 1556-1605) strengthened their rule by patronizing diverse religions and their arts on an equal footing and by making peace between feuding religious groups. Seminal texts such as the Mahabharata, Bhagavad-Gita, Dharmashastras, Asvaghosha's Buddhacarita; treatises such as Kautilya's *Arthashastra*; travelogues by Fa-Hien and Ibn-Batuta; rock edicts of Asoka, and the policies of Mughal Emperor Akbar all provide evidence of the treatment of these issues over time

by the peoples of South Asia. In their varied responses to religious and cultural pluralism in everyday life, the region raised key questions that can be studied with particular relevance to the issues of cultural diversity and civility in the twenty-first century. In the proposed seminars, speakers will help faculty construct bridging cultures models to create modules to present diversity as an integral component of twenty-first century societies and use the South Asian topics as cases in point. The anticipated outcome of this close study is to discern the mechanisms of negotiation of difference and the strategies that helped turn the tide of conflict into consensus and progress.

The student population at Community College of Philadelphia is a microcosm of this global community and would benefit from the cognitive tools to understand and interpret diversity appropriately. A major component of the College's mission statement is "to understand a world where all are interdependent"; the College's General Education policy requires all students to take at least one humanities course and one course that meets an American/Global diversity requirement. Humanities courses at the College are of two-types: disciplinary and interdisciplinary. Interdisciplinary courses are taught by faculty trained in one or the other of the traditional humanities disciplines.

In the past, with the aid of several NEH and U.S. Department of Education Title VI project grants, the College conducted faculty development seminars in the interdisciplinary study of humanities topics. Based on the College's prior faculty development experiences, it has become clear that intensive, content-based seminars tailored to curricular needs are the best method to prepare faculty to teach interdisciplinary courses. Further, many of the College's senior faculty who were involved in the development of the existing humanities courses have recently retired or are about to retire in the next few years. In the past decade, the College has also hired new faculty who may teach the two primary interdisciplinary humanities courses (Humanities 101 and 102:

Cultural Traditions) and need the intensive faculty development that this project proposes. The project, therefore, targets junior faculty that have been hired in the past ten years.

The proposed Bridging Cultures in South Asia Project will enable the College to (1) enrich existing humanities courses with updated scholarship in global studies, and (2) help junior faculty hired in the past ten years to be better prepared in providing students with suitable critical thinking tools and current intellectual frameworks employed in the study of diversity in global contexts.

II. Content and Design

To meet the two project goals of enriching the humanities courses at Community College of Philadelphia and providing faculty development to junior faculty in the interdisciplinary study of themes and topics of diversity in the global contexts, the region of South Asia has been selected. The primary themes of study in the project are (1) the mechanisms of the negotiation of difference that led to positive or negative results in the contexts of the region's religious, social, and cultural diversity, (2) ethical values identified by South Asian societies as harbingers of civility, piety and empathy, and (3) the evolution of the arts and sciences in the backdrop of cross-cultural or religious encounters. The main objectives of the project are (1) engagement of eight junior faculty each year in a seminar on the interdisciplinary study of humanities using South Asia as the focus; (2) development of course modules that will infuse topics in South Asian cultures using bridging cultures themes into targeted humanities and related courses; (3) creation of a new interdisciplinary humanities course on South Asia; (4) expansion of the College's scholarly print and audio-visual resources on South Asia; and (5) strengthening the relationship between the college and the University of Pennsylvania's South Asia Center.

Topics and texts that offer rich opportunities and yield thick descriptions of the themes will be

selected in consultation with the lead scholars. Early themes will be a recurring motif through the various readings in different sessions of each year-long seminar. The epic *Ramayana* will be examined as a text that dramatizes the Vedic Indians' negotiation of competing duties (dharma) as they create tensions between members of a family, between wives and husbands, and between humans and demons. Mahabharata will be studied to examine the seemingly dynamic and fluid valuation of ethical standards. Sufism will be studied in the biography of the Mughal emperor Humayun and in the poems of Kabir. Study of the indigenous social reformers and the western educated intellectuals will show how they straddled their pragmatic needs and personal aspirations with their opposition to the hegemonic colonial rule. Partition literature will offer excellent material to study the collapse of civility, faith in human capacity to do good, and empathy, (See **Appendix 1** for the full schedule of activities with the topics and reading lists).

The topics of study are divided into two parts: Year One (Fall 2014-through Summer 2015) will focus on the classical to pre-colonial periods (roughly until the year 1650), and Year Two (Fall 2015- Summer 2016) will focus on the colonial era that ends with the partition of India into two countries in 1947. The topics of year one will be infused in courses that cover ancient history to the seventeenth-century; the topics of year two will be infused in courses that cover the eighteenth-century to the present.

The project co-directors, in consultation with partner institution the South Asia Center at the University of Pennsylvania, have selected a set of core texts that will help participants to study the chosen themes. Published works of the scholars for each session of the seminars have been included in the reading list as well. Once the formal commitments from the lead scholars are obtained, each speaker will be asked to recommend an additional list of readings that will support the analysis and interpretation of these core-texts.

Within the framework for each project year as described above, the following programmatic elements will support the project objectives:

Seminars are central to the project. These seminar sessions will help achieve three of the five objectives: faculty engagement in interdisciplinary study of global diversity, development of course modules, and a new humanities course on South Asia. Participating faculty will have an opportunity to hear content experts explicate interpretive models, elaborate on the analytical strategies, answer participant questions, and engage the group in a directed conversation. Each year-long seminar will consist of twelve sessions. Eleven of the twelve sessions will be led by an invited lead scholar; the twelfth will include a field trip to a museum, a dance performance, concert, or religious center. Four sessions will be held throughout the fall and spring semesters of each year. In May 2015 and 2016, there will be eight sessions held over a two-week period.

Round-table discussions are the primary means for the participants and project co-directors to work together as a study group. Three two-hour meetings will be held throughout the fall and spring semesters. These meetings will include discussion of the readings prior to seminar sessions and provide an opportunity for participants to begin to create modules by discussing choice of materials, themes of focus, pedagogic strategies, and assessment tools.

Development of course modules is one of the five objectives of the project. Faculty participants will receive a template with the guidelines for course modules (**Appendix 5**) and a time-line that sets a series of intermediate goals. The time-line will set round-table discussion meetings, so that project co-directors can monitor the process of module preparation. The modules will focus on one or more of the major themes of study and use materials from multiple disciplines for interdisciplinary courses. Faculty participants will submit their completed modules at the end of each program year.

Dissemination workshops are designed so that the larger humanities faculty in the College will have access to the course modules developed through the project. These workshops also enable the module developer an opportunity to receive feedback on the module in preparation for presentations at regional and national conferences. During Year Two, Year One faculty will present their modules over two sessions each with four presenters per session. Each presenter will have twenty minutes to present their materials followed by ten minutes for questions and answers. Year Two faculty will present their modules in the academic year 2016-2017.

The new humanities course on South Asia will be developed as one of the five objectives. The two project co- directors will develop the new course. This course will offer an interdisciplinary approach to the cultures of South Asia and study both the diversity of the region and the mechanisms of negotiating difference. An interdisciplinary humanities course on South Asian cultures and civilizations will complement the College's other interdisciplinary humanities courses on Africa, Latin America, Japan, China and the Middle East. Interpretation and discussion of primary texts is central to all these interdisciplinary humanities courses. The new course will introduce students to the diversity of South Asia as reflected in religion and philosophy, art and architecture, literature, and music, studied in historical contexts.

Acquisition of reading and audio-visual materials will help faculty to continue their research into the themes studied and will be used in their instruction. The project co-directors will review lists of seminal works and primary texts provided by lead scholars for the seminars and with input from faculty participants will determine the titles to be purchased. Resources will be housed in the College's Library and in the Multi-Media Services Center.

III. Project Personnel

The project will be led by two co-directors:

Lakshmi Gudipati is Assistant Professor, English Department. She is ABD in Applied Linguistics, University of Texas at Austin, and has a MA degree in English literature and language from Acharya Nagarjuna University, India. She was the co-director of the College's Humanities Enrichment Program from 2001-2005. She has presented many papers on Indian literature and on pedagogy at annual conferences of Community College Humanities Association and the Asian Studies Development Program (ASDP). In 2010 she was a participant in the ASDP Summer Institute on "Infusing South Asian materials in Undergraduate Curriculum" held at the East West Center, Hawaii.

David Prejsnar is Assistant Professor, History, Philosophy and Religious Studies Department. In the 1990s he initiated and co-led a two-year NEH project that resulted in the College's two most frequently taught humanities courses, Humanities 101 and 102. He was the co-director of two multi-year U. S. Department of Education Title VI UISFL projects that resulted in additional foreign languages being offered at the College, as well as courses in humanities and/or social sciences on Africa and Latin America. He served on the Board of the Mid-Atlantic Regional Association of Asian Studies in rotating leadership positions for a decade.

Together, Professors Gudipati and Prejsnar created and led one of the College's first study-abroad programs, "Case Study of Hyderabad, India: Social Diversity and Prosperity Past and Present." To support student travel, they secured grant funding from the College's Foundation. As teachers of Humanities 101 and other courses that meet the Global Diversity College requirement, they both have been at the heart of developing many different types of international initiatives in the humanities. Resumes for the co-directors are in **Appendix 2**.

Other key project personnel will be scholars invited to lead the seminar sessions. The South Asia Center at the University of Pennsylvania has agreed to play a key role in recommending and connecting the directors with the identified speakers. Dr. Raili Roy, Assistant Director of South Asia Center, will be critical in facilitating the contact with lead scholars, in the use of Penn's South Asia resources, and disseminating the faculty developed course modules. The South Asia Center will act as a liaison between the co-directors and the speakers, and facilitate the process of securing acceptance from scholars from other institutions. **Appendix 3** contains a letter of commitment from the South Asia Center.

The project will fall under the auspices of the College's Center for International Understanding, directed by Dr. Fay Beauchamp. As the founding Director of the Center, Dr. Beauchamp will coordinate activities of the NEH South Asia Bridging Cultures Project with other international initiatives undertaken by the College and with local, and national organizations that can provide resources and opportunities for dissemination, for example the Asian Studies Development Program. For this Bridging Cultures project she will serve on selection committees, and will meet on a regular basis with the project directors.

Dr. Sharon Thompson, Associate Vice President for Academic Affairs and Dean of Liberal Studies will provide financial oversight for the project and will take an active role in overseeing the application, implementation and assessment processes of the grant. **Appendix 4** contains letters of commitment from Drs. Thompson and Beauchamp.

IV. Selection Process

Eight faculty members from the Liberal Studies Division will be selected to participate in the year-long seminar and develop course modules on South Asia for each year of the project.

Following notification of the awarding of the grant, a call for applications for Year One will be extended to faculty in the Liberal Studies Division. Faculty will be selected by a committee comprising the project co-directors, Dr. Sharon Thompson, Dr. Fay Beauchamp, and Professor Osvil Acosta-Morales (Chair, Department of History, Philosophy and Religious Studies/Coordinator for the Humanities Courses). Criteria for the selection of faculty will be: (1) teaching or qualification to teach targeted courses, (2) being junior faculty (hired in last ten years), (3) an academic interest in South Asia and evidence of prior use of the project themes of diversity, and civility in their courses, (4) a brief explanation of how project materials will be infused into the targeted course/s, and (5) and willingness to meet the objectives of the grant. All applications will be read by the selection committee and rated for their best match with the qualification to teach the targeted courses. Eight faculty for Year One of the project will be selected by June 2014. Selected faculty will sign a participant agreement, which details the participation requirements for being in the project and for payment of the participant stipends. An identical selection process will be used for Year Two of the project, with the call for participants in April 2015, and selection by June 2015. Faculty in Year One may reapply for Year Two of the project.

V. Institutional Context

Community College of Philadelphia

The College is an open admission, associate's degree-granting institution that provides access to higher education for all who may benefit. As the largest institution for public education in Philadelphia, over 39,000 students are enrolled in credit and noncredit courses at the College each academic year. The College serves a diverse student population; approximately 73% of the College's students are minority students. At its founding in 1964, Community College of

Philadelphia was created to bring a new kind of postsecondary institution to Philadelphia, one that would be flexible enough to adapt to change and be able to “democratize” higher education through public support and open access policies. Over three-quarters of graduates in its transfer programs continue on to four-year institutions. Rooted by its early curriculum, modeled after a typical liberal arts program, the College maintains a strong humanities tradition.

The Bridging Cultures in South Asia project will continue to move the College forward in internationalizing the curriculum and enabling faculty to teach interdisciplinary humanities courses with a global focus. This work is vital to developing student “awareness and appreciation of a diverse world where all are interdependent,” a major component of the College’s Mission Statement. The College will be building upon an infrastructure provided by previous work completed with NEH and U.S. Department of Education Title VI support.

The College’s General Education requirements drive curriculum and the concomitant need for faculty development. All students must take at least one humanities course, with students in the large Liberal Arts curriculum required to take two. Each year the College offers approximately 60 sections of discipline-based humanities courses, including history, philosophy, religious studies, literature, art history, and music history. The College also offers interdisciplinary humanities courses, such as Humanities 101: Cultural Traditions (from Antiquity to 1650) and Humanities 102 (from 1650 to the present); 40 sections of Humanities 101 and 102 are offered each year, reaching 1,200 students. Most discipline-based humanities courses and all interdisciplinary humanities courses meet the Global Diversity requirement and must incorporate topics from world cultures in their course syllabi. This current Bridging Cultures proposal is needed to enable junior faculty to be able to teach the courses that meet these Global Diversity requirements.

Grants from the National Endowment for the Humanities, as well as the U.S. Department of

Education's Title VI Program, have been a crucial in the past in developing interdisciplinary courses and infusing discipline-based courses with non-western material. From 1992 through 1995 the College received two NEH grants that funded essential curriculum and faculty development for Humanities 101 and Humanities 102. NEH also funded a two-year Exemplary project in 2003-04, providing faculty development seminars for adjuncts and enabling them to develop modules on China to meet Global Diversity requirements. Currently, the College is serving as a 'cluster leader' for the Asian Studies Development Program's NEH Bridging Cultures Grant on China and Southeast Asia; there are three College faculty participants who will write new course modules.

The U.S. Department of Education Title VI programs also helped to internationalize the curriculum. Between 1997 and 2005, three multi-year Title VI UISFL grants enabled humanities and social science faculty to develop interdisciplinary courses on China, Japan, Africa, Latin America, the Middle East, and Modern Asia and Africa, with five specialized courses offered each year. A course on South Asia is needed to recognize a significant world region.

In 2009 the Center for International Understanding was created to coordinate and enhance curriculum and faculty development, and students' co-curricular activities. A focus has been on the creation of study-abroad opportunities, sending small groups of students and faculty to Turkey, India, China, Ghana, Greece, Belize, Peru, Cambodia and Israel.

The College has a distinguished record of institutional commitment to the humanities and to international education that complements study of European and American culture with that of non-western cultures and civilizations. The infrastructure is in place to support a new faculty-development project enabling the many newly-hired full-time faculty to meet the requirements of global diversity *humanities* courses. The focus on the rich history and diversity of cultures within South Asia will prepare faculty to infuse well-thought out modules into discipline-based courses

and the many sections of Humanities 101 and 102. Interested students can also study South Asia in more depth through the humanities course to be developed.

Partner Institution: University of Pennsylvania's South Asia Center:

The South Asia Center of the University of Pennsylvania will be the primary partner institution. The South Asia Center, a National Resource Center, funded by a U.S. Department of Education Title VI grant, works “in consonance” with the University of Pennsylvania’s South Asia Studies Department. The mission of the Center is “to promote and advance the study of South Asia by graduate and undergraduate students and to encourage the study of and knowledge of South Asia in schools, colleges, and among the public.” Ongoing collaborations with other educational institutions and outreach activities are central to the South Asia Center’s mission. The project co-directors will be working closely with the South Asia Center Director and staff to connect with the South Asian experts at the University. (See **Appendix 3** for the Letter of Support)

VI. Follow-up and dissemination

At the College, the course infusion modules and the new South Asia humanities course will be made available in print form, through the dissemination workshops, and digitally. The modules will be distributed to all faculty members in the humanities disciplines that teach the targeted courses. In Year Two of the project (2015-2016), three dissemination workshops will be held wherein the first year participants will present their modules and discuss their choice of materials, curricular objectives, pedagogic strategies and student learning outcomes. In the year following the project (2016-2017) the second year participants will do the same. Furthermore, a *Bridging Cultures in South Asia: An Interdisciplinary Study* project webpage will be created to support the project. This webpage will be part of the newly redesigned Center for International

Understanding's webpage on the College's website. It will serve as a site for posting the course modules, bibliographies on South Asia, and links to on-line resources. When the new interdisciplinary South Asia course is completed, copies of the course document will be available in the Office of Curriculum Development, and, upon approval by the College's Academic Affairs Council, will be offered to students.

To reach colleagues at other colleges, some participating faculty will give conference presentations at regional and national academic conferences on the research and pedagogical aspects of their involvement. They will be encouraged to present at conferences appropriate to the grant project and where College faculty have given papers in the past, including the annual meetings of the Mid-Atlantic Region Association for Asian Studies, the regional Community College Humanities Association, the regional Modern Language Association, the Pennsylvania Council for International Education, and the Asian Studies Development Program.

Further dissemination will result from the collaboration with the South Asia Center of the University of Pennsylvania. The College will share the course modules, new course document and other project materials with the Center for distribution to colleges, teachers and students in the surrounding area, and for use in their outreach activities. In this way the project will serve as a replicable model for teaching about South Asia and about cultural diversity and bridging cultures.

VII. Assessment

The College will implement an internal assessment plan that includes both summative and formative evaluation. The project co-directors will assess the five project objectives: (1) engagement of eight junior faculty each year in a seminar on the interdisciplinary study of humanities using South Asia as the focus; (2) development of course modules that will infuse

topics in South Asian cultures using bridging cultures themes (negotiation of cultural difference, civility, and global diversity) into targeted humanities and related courses; (3) creation of a new interdisciplinary humanities course on South Asia; (4) expansion the college's scholarly print and audio-visual resources on South Asia; and (5) strengthening the relationship between the college and the University of Pennsylvania's South Asia Center.

The formative assessment will involve instruments for assessing the quality and the timely accomplishments of the set benchmarks for each core activity of the project: the year-long seminars, round-table discussions, development of course modules, dissemination workshops, development of new South Asia course, and resource collection. Participating faculty will complete an evaluation of each seminar session, round-table discussion and workshop, and provide qualitative comments on the design and effectiveness of each activity. Participant evaluations will be used to assess the design of the project and refine project activities. The co-directors will use the survey responses to assess the project's effectiveness in meeting its goals.

Summative benchmarks which will be met for each objective are: (1) each year 8 faculty will participate in the year-long seminar, the round-table discussions and the dissemination workshops. Participation is defined as attending at least 80% of project events. (2) A minimum of 10 course modules will be developed by the end of each project year of the grant according to the template in Appendix 5. (4) The new interdisciplinary humanities course on South Asia will be completed by July, 2016. (4) Print and audio-visual resources on South Asia will be acquired by the College by July, 2016; (5) At least 6 scholars from the University of Pennsylvania will lead seminar sessions during the grant period, and the project will result in increased numbers of College faculty attending lectures and events related to South Asia at the University, and using University library holdings and film/photographic resources on South Asia for curriculum development and teaching.

Bridging Cultures in South Asia: An Interdisciplinary Study Project Work Plan

Overview of Major Project Activities

1. Seminars

Topics of each seminar session, scholars and core text readings are listed in the next few pages. Scholarly experts on the chosen topics are in the process of being invited from the University of Pennsylvania and other universities. Exact dates are therefore tentative.

Two Seminars will take place over the two years of the project with 12 Seminar Sessions per year. The Year One Seminar (August 28, 2014 – May 20, 2015) will focus on the classical to pre-colonial periods (roughly until the year 1650). This early period aligns with the course modules for survey courses such as Humanities 101, Global History 121, World Literature 245, and Art History 103. The Year Two Seminar (August 28, 2015—May 20, 2016) will focus on the colonial era (c 1650 – 1947). This later period coincides with Humanities 102; Humanities 190: Modern Africa/Asia; History 121: Global History II; World Literature 246; and Art History 104)

The organization of the sessions will be: Two sessions during the Fall semester, two during the Spring semester and 8 sessions in May (during the first two weeks of the Summer Session.)

Year One: Fall 2014 – Summer 2015

Year Two: Fall 2015 – Summer 2016

2. Round-Table Discussions – These are distinguished from Seminar Sessions since no outside scholar is present.

There will be three sessions each during the Fall and Spring semesters in Year One and Year Two of the project. Each session will last for two hours.

Activities involve discussion by the project co-directors and eight faculty participants of the core texts and scholarly works planned for the seminars, discussion of drafts of the infusion modules, and sharing works in progress for peer-feedback.

Following the May Seminar sessions, on-line discussions will take-place via the College's "Group Pages" dedicated for the use of the Project participants.

3. Dissemination Workshops

In Year Two, and during 2016-2017 after the project concludes, faculty participants will present their modules to their fellow humanities instructors. These presentations will be similar to conference presentations, most often using PowerPoint to share materials with an audience and receive feedback. There will be two sessions in Fall 2015 and two sessions in Spring 2016. After the project is over we intend to have Year Two participants share modules during the 2016-2017 academic years.

4. Acquisition of Print and Audio-Visual Resources

This is an ongoing process during the course of the project.

5. Partnership Activities with South Asia Center at the University of Pennsylvania

This is an ongoing process wherein the College and the South Asia Center will work closely in all phases of the project, beginning with the choice of topics and selection of scholars.

Bridging Cultures in South Asia: An Interdisciplinary Study

Year One Work Plan Fall 2014 – Summer 2015

Fall 2014

Seminar Session 1: Introduction to the current critical approaches to the study of South Asia

Date: August 28 or October 16, 2014

Scholar: Prof. Sheldon Pollock, Arvind Raghunathan Professor of Asian Studies, Columbia University

Topic: “Recent Advances in the Approaches to the Study of South Asia: Cosmopolitanism, Vernacular, and Transregionalism in the Region’s Literary and Religious Traditions”

Reading List:

“The Death of Sanskrit” by Sheldon Pollock

(http://www.columbia.edu/itc/mealac/pollock/sks/papers/death_of_sanskrit.pdf)

“Introduction” in *Working Papers on Sanskrit Knowledge-Systems on the eve of Colonialism* by Sheldon Pollock (http://www.columbia.edu/itc/mealac/pollock/sks/papers/Pollock-Introduction_to_Papers.pdf)

“Islam Translated: Literature, Conversion, and the Arabic Cosmopolis of South and Southeast Asia” by RONIT RICCI © 2011

<http://www.press.uchicago.edu/ucp/books/book/chicago/I/bo11274031.html>

Ganeri, Jonardon, "Analytic Philosophy in Early Modern India", *The Stanford Encyclopedia of Philosophy* (Winter 2012 Edition), Edward N. Zalta (ed.),

(<http://plato.stanford.edu/archives/win2012/entries/early-modern-india/>).

Seminar Session 2: Field Trip to the Philadelphia Museum of Art

Date: December 6

Scholar: Curator of Indian and Himalayan Art

Topic: A lecture-tour led by the curator of the permanent Exhibit: “Indian and Himalayan Art” at the Philadelphia Museum of Art

Reading List:

From the book *Indian Art* by Vidya Daheja: Chapter 1, “Experiencing Art”; Chapter 3, “Stories in Stone”; Chapter 4, “After Alexander”; and Chapter 6, “Seeing the Divine”

Three **Round-Table Discussions** for will be scheduled, TBA, in September, October, and November 2014.

Spring 2015

Seminar Session 3: Pre-Islamic Art and Architecture of South Asia

Date: January 15

Scholar: Michael Meister, W. Norman Brown Professor of South Asia Studies, University of Pennsylvania

Topic: Confluence of Religion, Politics, and Society in Buddhist and Hindu Religious Art and Architecture

Reading List:

From the book *Structure and Society in Early South India* by Kenneth R. Hall:
Chapter 5, “Merchants, Rulers, Priests in an Early South Indian Sacred Centre”
“Temple to Love” by Pika Ghosh

Seminar Session 4: Art and Architecture of Post-Islamic South Asia

Date: March 10, 2015

Scholar: Pushkar Sohoni, South Asia Collection Librarian and Art Historian, University of Pennsylvania

Topic: “Hindu Muslim *bhai bhai* (Hindus and Muslims are Siblings)”: Anachronism or Truth in Art?”

Reading List:

Imperial Mughal Painting by Stuart Cary Welch

Chap. 11, “Linear Abstractions: Art and the Sultans of India” in *Indian Art* by Vidya Daheja

[“The Moghuls of India”, Banister Fletcher, in *A History of Architecture in Indian Art*, Edited by Vidya Daheja](#)

“Early Mosques of South Asia and Impact of Native Architecture: A Case Study of Banbhore, Mansura, Udigram and Quwwat-ul-islam Mosques” by Tauqeer Ahmad Warraich in *J.R.S.P.*, Vol. 45, No. 2, 2008

<http://pu.edu.pk/images/journal/history/Current%20Issues/Tauqeer%20Ahmad%20Warraich.pdf>

Three **Round-Table Discussions** will be scheduled, TBA, in February, and April, 2015

Summer 2015

May 11 – 14 Classical to Pre-Colonial South Asia

Seminar Sessions 5 & 6: From Vedic Texts to the Epics

Date: Monday – Tuesday, May 11-12

Scholar: Arindam Chakrabarti, Professor of Philosophy at the University of Hawaii at Manoa

Topic: Vedas, Upanishads, Dharmasatras, Epics and Moral Tales: Discerning a Context from the Texts

Reading List:

Primary text selections from:

Sources of Indian Tradition: From the Beginning to 1800, Vol. One, Second Edition,
Editor: Ainslee T. Embree

A Source Book in Indian Philosophy, Editors: Sarvepalli Radhakrishnan and Charles Moore

Women Writing in India: 600 B.C. to the Present, VOL 1. Editors: Susie Tharu and Lalita K.

Longman Anthology of World Literature, Second Edition, Volumes A and B

Mahabharata retold in English by C. Narasimhaiah

The Ramayana: A Modern Retelling of the Great Indian Epic retold in English by Ramesh Menon

Global India circa 100 CE: South Asia in Early World History by Richard Davis

Seminar Session 7

Date: Wednesday, May 13

Scholar: Justin McDaniel, Associate Professor, Religious Studies, University of Pennsylvania

Topic: Buddhism in South Asia circa 400 BCE – 200CE

Reading List: Primary text selections from:

Sources of Indian Tradition: From the Beginning to 1800, Second Edition,

Editor: Ainslee T. Embree

A Source Book in Indian Philosophy, Editors: Sarvepalli Radhakrishnan and Charles Moore

Seminar Session 8

Date: Thursday, May 14

Scholar: Deven M. Patel, Assistant Professor of South Asian Studies, University of Pennsylvania

Topic: Introduction to *Rasa*: Indian Aesthetics

Reading List:

Primary Texts:

Abhijnana Sakuntala (The Recognition of Sakuntala: A Play in Seven Acts) by Kalidasa, Translator: Arthur Ryder

Mricchakatika (The Little Clay Cart) by Sudraka, Translator, Arthur Ryder

Selected Poems from

Longman Anthology of World Literature, Second Edition, Volume B

Week 2, May 18 – 21: Hindu-Islamic Interactions in South Asia: History and Literature

Seminar Session 9

Date: Monday, May 18

Scholar: Jamal J. Elias, Class of 1965 Endowed Term Professor, Religious Studies, University of Pennsylvania

Topic: Islamic Religious Thought and History in South Asia

Reading List:

Selections from:

Sources of Indian Tradition: From the Beginning to 1800, Second Edition, Editor:
Ainslee T. Embree
A Source Book in Indian Philosophy, Editors: Sarvepalli Radhakrishnan and Charles
Moore

Seminar Session 10

Date: Tuesday, May 19

Scholar: Daud Ali, Associate Professor of South Asia Studies, University of Pennsylvania

Topic: South Asian Medieval Hindu and Muslim Literatures

Reading List:

Primary Text Selections from:

Sources of Indian Tradition: From the Beginning to 1800, Second Edition,
Editor: Ainslee T. Embree

Women Writing in India: 600 B.C. to the Present, VOL 1. Editors: Susie Tharu
and Lalita

Longman Anthology of World Literature, Second Edition, Volumes C and D
Nurjahan, by Jyoti Jafa

Seminar Sessions 11 & 12

Dates: Wednesday, May 20 & Thursday May 21

Scholar: Cynthia Talbot, Associate Professor, Department of History, University of
Texas at Austin

Topic: Social and Cultural History of Medieval and Early Modern India (ca. 1000-1750)

Reading List:

India before Europe by Catherine Asher and Cynthia Talbot

A Social History of the Deccan (1300 – 1761): Eight Indian Lives by Richard M. Eaton

Note: After May 20 on-line discussions will take-place via the College's "Group Pages"

Seminar Sessions 4-12 Meeting Times:

Morning session	11:15 – 1:00
Lunch	1:00 – 1:45
Afternoon session	2:00 – 4:00
Q & A	4:00 - 4:30

Year Two Work Plan: Fall 2015 – Summer 2016

Fall 2015

Seminar Session 1

Date: August 27, 2015

Scholar: Partha Chatterjee, Professor of Anthropology and Asian Studies at Columbia University

Topic: Introduction to the Current Critical Approaches to the Study of Colonial History of South Asia

Reading List:

The Nation and Its Fragments by Partha Chatterjee

Seminar Session 2

Date: December 3, 2015

Scholar: Dipti Khera, Associate Professor of Art History at New York University

Topic: Cross-Cultural Encounters in Early Modern South Asian Art and History

Three **Round-Table Discussions** will be scheduled, TBA, in September, October, and November.

Two **Dissemination Workshop Sessions** will be scheduled October 17 and December 18, 2015. Five Year One participants will share their course modules and receive feedback.

Spring 2016

Session 3

Date: Jan 14, 2016

Topic: Representations of Colonialism and Nationalism in India's Film: A Historical Tracing

Scholar: To be Identified

Reading List:

"Nationalist Hindi Cinema: Questions of Film Analysis and Historiography" by Valentina Vitali [<http://www.kinema.uwaterloo.ca/article.php?id=80&feature>]

List of Films:

Lagaan, Bhagat Singh, Gadar, 1947, Jis Desh me Ganga Behati Hai

Session 4

Date: April 7, 2016

Scholar: TBA

Topic: Performing Arts (Music and Dance) of South Asia: Classical, Folk, and Film

List of Texts:

To be determined

Three **Round-Table Discussions** will be scheduled, TBA, in February, March, and April, 2016.

Two **Dissemination Workshop Sessions** will be scheduled January 21, and March 18, 2016. Four Year One participants will share their course modules and receive feedback.

Year One participants present conference papers.

Summer 2016, May 16 – 27, 2016

Seminar Session 5

Date: Monday, May 16

Speaker: To be determined

Topic: East India Company: Politics of Imperial Trade

Reading List:

Primary Texts:

From The Internet History Source Book:

[[http://www.fordham.edu/Halsall/india/indiasbook.asp#The Western Intrusion](http://www.fordham.edu/Halsall/india/indiasbook.asp#The%20Western%20Intrusion)]

Vasco da Gama: [Round Africa to India](#), 1497-1498 CE

[Ferdinand Magellan's Voyage Round the World](#), 1519-1522 CE

St. Francis Xavier: [Letter from India, to the Society of Jesus at Rome](#), 1543

[England, India, and The East Indies](#), 1617 [At this Site]

Various sources including a letter from Great Moghul Jahangir to James I, King of England.

Adam Smith: From *The Wealth of Nations*, 1776: [Of Colonies](#), and [The Cost of Empire](#)

Robert Clive (1725-1774): The Battle of Plassey, 1757

Robert Clive (1725-1774): [Speech in Commons on India](#), 1772 [India: Regulating Act](#), 1773

Edmund Burke (1729-1797): [Speech in Commons on India](#), 1783

Thomas Babington Macaulay (1800-1859): [On Empire and Education](#), 1830s

From *Sources of Indian Tradition: Modern India and Pakistan*, Vol. Two, Second Edition, Editor: Stephen Hay; Chapter 1, "The Opening of India to the West", Pp.1 -14

Seminar Session 6

Date: Tuesday, May 17, 2016

Topic: Reform Movements: Imperialist, Revivalist, Modernist, and hybridized

Scholar: To be determined

Reading List:

From the Internet History Source Book

[[http://www.fordham.edu/Halsall/india/indiasbook.asp#The Western Intrusion](http://www.fordham.edu/Halsall/india/indiasbook.asp#The%20Western%20Intrusion)]

Duarte Barbosa: "[Sati in Narsyngua](#)"

[“An Account of Sati from Vikrama's Adventures](#)

Raja Rammohan Roy: [A Second Conference between an Advocate for, and An Opponent of the Practice of Burning Widows Alive](#), 1820

Sir William Bentinck: [On Ritual Murder in India](#), 1829,

Mountstuart Elphinstone: [Indian Customs and Manners](#), 1840

Sir Monier Monier-Williams: [Camp Life in India](#), 1850

Charles Creighton Hazewell: [British India](#), The Atlantic Monthly, November 1857

Field Marshal Lord Roberts: [When Queen Victoria Became Empress of India](#), 1877

Rev. Arthur Male: [The Hill of Bones](#), Afghanistan 1878

Dadabhai Naoroji: [The Benefits of British Rule](#), 1871

From *Sources of Indian Tradition*, Second Edition, Volume II. Editor: Stephen Hays
Chapter 1, Pp. 15 -34, “Raja Rammohan Roy: ‘Father of Modern India’”
Chapter 2, Pp. 34 – 83, “Leaders of Hindu reform and Revival”
Chapter 5, Pp. 173-237, “Leaders of Islamic Revival, Reform . . . in Pre-colonial India”

Selections from the Writings of Rabindranath Tagore

Seminar Session 7

Date: Wednesday May 18, 2016

Scholar: To be determined

Topic: (Post) Colonial Women: A Perspective

Reading List:

Selections from

Women Writing in India: 600 B.C. to the Present, Volumess 1 & 2, Editors: S, Tahru & K. Lalita

Women and the Colonial Gaze, Editors: Tamara Hunt & Micheline Lessard

Seminar Session 8

Date: Thursday, May 19

Scholar: Richard Hughes Seager, Professor of Religious Studies, Hamilton College

Topic: South Asian Religious Interactions in the United States

Reading List: To be determined

Week II, May 23 – 27

Seminar Session 9

Date: Monday, May 23

Scholar: **Scholar:** Projit Mukharjee, Assistant Professor of Sociology and Asian Studies

Topic: Colonial Medicine and Science

Reading List:

Science, Technology and Medicine in Colonial India by David Arnold

Seminar Session 10

Date: Tuesday, May 24

Topic: Nationalist Movement

Reading List:**Selections from:**

Sources of Indian Tradition, Second Edition, Volume II. Editor: Stephen Hays Douglas, Ian Henderson. *Abul Kalam Azad: An Intellectual and Religious Biography*. Edited by Gail Minnault and Christian Troll. New Delhi: Oxford University Press, 1993.

Eight Lives: A Study of the Hindu-Muslim Encounter. By Gandhi, Rajmohan New York: State University Press, 1986

Film: *Gandhi*

Seminar Session 11

Date: Wednesday, May 25

Scholar: Suvir Kaul, Professor of English, University of Pennsylvania

Topic: Literature of Partition

Reading List:

Train to Pakistan by Kushwant Singh (Film)

Earth a film based in Bapsi Sidhwa's novel *Cracking India*

Midnight's Children (film) based on Salman Rusdie's novel of the same name

Translating Partition: An Anthology of Stories and Letters and Memoirs

Memories of Madness: Stories of 1947 published by Penguin Books, India

Seminar Session 12

Date: Thursday, May 27

Leaders: Project Co-Directors – Lakshmi Gudipati and David Prejsnar

Topic: Review of Seminar Sessions and Distribution and Discussion of Participants' Project Modules

Note: After May 20 on-line discussions will take-place via the College's

Seminar Sessions 4-12 Meeting Times

Morning Session	11:15 – 1:00
Lunch	1:00 – 1:45
Afternoon Session	2:00 – 4:00
Q & A	4:00 - 4:30