APPLIED ECONOMICS & MANAGEMENT (AEM)

Emerging Markets
AEM 4420
Christy, R
W, 7:30p.m.-10:30p.m.
Provides a framework for examining the effectiveness of marketing strategies in economies in transition and identifying the challenges and opportunities for firms in low-income economies to access industrial markets. Appraises the risk of entering markets in low-income economies and assesses the political, legal, cultural, and economic forces. Analyzes and discusses case studies of companies.

Economics of Agricultural Development
AEM 4640
Kyle, S
MW, 12:20p.m.-1:10p.m.
Provides an understanding of the economics of the agricultural sector in low-income countries.

Topics in International Finance
AEM 7670
Prasad, E
W, 4:30p.m.-7:00p.m.
Provides a selective overview of topics at the cutting edge of academic research and policy debates about the international financial system. Main areas include the effects of financial globalization on growth, volatility, and the transmission of business cycles. The course also examines the determinants of the direction and composition of capital flows, and analyzes the implications of the rising prominence of hedge funds, sovereign wealth funds, and other institutional investors. This course is intended for advanced Ph.D. students, especially those in search of thesis topics, and requires extensive student involvement in preparing research proposals and critiques of existing literature.
ART, ARCHITECTURE, AND PLANNING

Special Topics in the History of Architecture and Urbanism
ARCH 3819
Lasansky, D
F, 10:10a.m.-12:05p.m. (Archi Pop)
Th, 2:30p.m.-4:25p.m. (Drawing IDEAE)

This course addresses pertinent issues relative to the subject of History of Architecture and Urbanism. The instructor(s) of the course are drawn from the permanent and visiting faculty who may either broadly or narrowly define the course's scope and content. For precise content please see the Architecture Department webpage http://aap.cornell.edu/academics/architecture/elective-courses-option-studios.

Nilgiris Field Learning Center (NFLC) Preparatory Seminar
CRP 3750
Kudva, N; Stoltzfus, R; Wolf, S; Willford, A

The seminar is designed to prepare students who will be living and working in the Nilgiris Field Learning Center. NFLC faculty and guest speakers introduce various topics to students. Students who will be spending a Study Abroad year in India are also welcome to attend. S/U grades only.

Urban Transformations in the Global South
CRP 6740
Kudva, N

We live in the age of the city. At some point early in the twenty-first century, the majority of the world's population became urban and the bulk of all growth in the future is expected to occur in the global South - a vast geographical and conceptual space where some of the world's most ancient cities continue to thrive. This graduate seminar seeks to introduce you to a body of work on the cities of the global South, their diversity, growth and change starting in the early twentieth century. Drawing on a large interdisciplinary literature, we will consider the different ways in which scholars and researchers have sought to conceptualize and understand processes of city-building in the global South.

ANTHROPOLOGY (ANTHR)

The Comparison of Cultures
ANTHR 1400
Willford, A
MW, 12:20p.m.-1:10p.m. (Discussion sections available on Thursday and Friday)

An introduction to cultural anthropology through ethnographies, or the descriptive accounts of anthropologists. Through readings and lectures, students acquaint themselves with a number of cultures from several parts of the world. The cultures range in form from those of small-scale tribal societies to those of state societies. Throughout the course, we attempt to make sense of exotic cultures in their
own terms. Attention is focused on variation in cultural patterns as they are expressed in social, economic, and ritual practices. In this encounter, the principles of anthropology, as a comparative enterprise that poses distinct cultural systems in relief, will be developed. Fiction, films, and exercises supplement the formal anthropological materials.

**Sex and Gender in Cross-Cultural Perspective**  
ANTHR 2421 (combined with FGSS 2421, LGBT 2421)  
Sangren, P  
MW, 10:10a.m.-11:00a.m. (Discussion on Friday)

An introduction to the anthropology of sex, sexuality and gender, this course uses case studies from around the world to explore how the worlds of the sexes become gendered. In ethnographic, ethno-historical and contemporary globalizing contexts, we will look at: intersexuality & ‘supernumerary’ genders; physical & cultural reproduction; sexuality; and sex- & gender-based violence & power. We will use lectures, films, discussion sections and short field-based exercises.

**Myth, Ritual, and Symbol**  
ANTHR 3420  
Garces, C  
TuTh, 11:40a.m.-12:55p.m. (Discussion on Wednesday)

Examines how systems of thought, symbolic forms, and ritual practice are formulated and expressed in primarily non-Western societies. Focuses on anthropological interpretations of space, time, cosmology, myth, classificatory systems (e.g., color, totems, food, dress, kinship), taboos, sacrifice, witchcraft, sorcery, and rites of passage (birth, initiation, marriage, death). Examines both the roles of specialists (e.g., spirit mediums, curers, priests, ascetics) and non-specialists in producing these cultural forms.

**The Sexual Politics of Religion**  
ANTHR 4490  
Ramberg, L

Drawing on feminist and queer theory and ethnographic studies of ritual and devotional practices around the world this course will consider the relationships among the social organization of sexuality, embodiment of gender, nationalisms and everyday forms of worship. In addition to investigating the norms of family, gender, sex and the nation embedded in dominant institutionalized forms of religion we will study such phenomena as ritual transgenderism, neo tantrism, theogamy (marriage to a deity), priestly celibacy and temple prostitution. The disciplinary and normalizing effects of religion as well as the possibilities of religiosity as a mode of social dissent will be explored through different ethnographic and fictional accounts of ritual and faithful practices in Africa, Asia and the Americas.

**South Asia: Readings in Special Problems**  
ANTHR 7530
Holmberg D, March K, Manusinghe V, Ramberg L, Willford A

Independent reading course in topics not covered in regularly scheduled courses. Students select a topic in consultation with the faculty member who has agreed to supervise the course work.

**ASIAN STUDIES (ASIAN)**

**FWS: The Great Epic of India**

ASIAN 1106

McCrea, L

The great Sanskrit epic, the Mahabharata, is one of the principal monuments of world literature. This vast, enthralling, and powerful tale of intra-familial war and world historical decline (of which the famous Bhagavad Gita forms but a small part) transformed the religious and literary consciousness of India, and exercised a broad impact throughout South and Southeast Asia. This course will introduce students to this remarkable text and the literary tradition it inaugurated, through selected readings from the epic itself, along with samples of later renditions of its narrative (including contemporary theatrical, TV, and comic book versions).

**FWS: Yogis, Sufis, and Poet Saints: South Asian Stories of Marvelous People**

ASIAN 1123

Gold, D

We will read stories about holy persons in different South Asian religious traditions and the often miraculous worlds they inhabit. Students will write interpretive essays about the significances of these stories for people within those traditions and beyond them. In examining different genres of religious story, we will find depictions of many sorts of remarkable persons - some who seem extremely wise, and others who just seem to act oddly. Stories that appear to present simply moral lessons may also be understood more complexly as puzzles or mysteries. In their writing, students will learn to craft arguments about religious texts, demonstrate how what seems simple may also be puzzling, and perhaps also how to evoke a mystery.

**Introduction to South Asia**

ASIAN 2215

Blackburn, A

This course is an interdisciplinary introduction to the cultures and histories of South Asia, focused on Bangladesh, India, Pakistan, and Sri Lanka. Moving thematically through the deep history of the region, this course is intended to help students understand some of the important ways in which South Asia’s pre-colonial and colonial-period history continues to shape present-day politics and forms of social identification in South Asia, and to explore similarities and differences between past and contemporary forms of social belonging and loyalty related to language and religion. Attention to the written and visual work of South Asian artists plays an important role in these examinations; the course attends to how the arts in South Asia function partly as historical commentary and social criticism. In addition, we explore
how internal migration within South Asia, as well as longer-distance travel and
migration to and from the region, has changed since the advent of colonial rule and the
rise of nation states in the region. Assignments allow students to explore topics of
particular personal interest, against a backdrop of collective readings, lectures, and
discussions. This course is suitable for students not majoring in Asian Studies as well as
those with more specialized interests in the region. Additional bibliography is available
for students seeking to explore particular topics at greater depth.

**Indian Ocean World**

**ASIAN 2228 (combined with HIST 2280)**

Tagliacozzo, E

This course looks at the many intersecting histories of the Indian Ocean. The
Indian Ocean was the first oceanic basin that supported large-scale cross-cultural
contact for mankind. These warm tropical waters saw peoples from East Africa, the
Middle East, the Indian Sub-Continent and Southeast Asia all meet and mix over many
centuries. The course will look at these histories of contact, spanning maritime studies,
archaeological perspectives, winds and weather patterns (including the vital monsoons),
religious migrations (including Buddhism, Christianity, and Islam), and the history of
commerce (such as the Spice Trade). We will ask how the Indian Ocean became a
crucial canvas for painting human history over vast, oceanic distances. Open to students
interested in world history and its regional variants.

**Controversy and Debate in Islam**

**ASIAN 2247 (combined with RELST 2247, NES 2649)**

Formichi, C

TuTh, 2:55p.m.-4:10p.m.

Sixty percent of the world’s Muslim population lives in Asia, and a quarter of
Asia’s population adheres to Islam. Whether as majorities in Afghanistan, Pakistan, or
Indonesia, or as minorities in India, China, Thailand, or the Philippines, Asia’s Muslims
express and experience piety in diverse ways. This course introduces such multiple
“realities” of Islam in Asia as historical, cultural and political phenomena. Focusing on
the area between Central and Southeast Asia, and encompassing most of South Asia and
present-day China, the course will address thematic issues and pursue geographical
comparisons. Key themes include religious devotion, the arts, Islamic law, gender, the
Caliphate, jihad, and sectarianism No previous knowledge of Islam is required as the
course reviews the fundamentals of Islam as a religious system as well as a historical
phenomenon.

**Mughal India and the Early Modern World, c. 1500-1800**

**ASIAN 2274 (combined with HIST 2749)**

Travers, T

Starting with the appearance of European trading companies and the
establishment of the Mughal Empire around 1500 and ending with the establishment of
British dominance by 1800, the readings focus on recent debates over India’s place in a
global economy in the early modern period. The three major themes emphasize 1)
stateformation on the Indian subcontinent; 2) encounters with peoples from beyond the
subcontinent through commercial, diplomatic, military and maritime activities; and 3) exchanges of consumer goods and aesthetic practices.

**Buddhism**  
ASIAN 2299  
Boucher, D

This course will explore the Buddhist tradition from its origins in ancient India to its migrations throughout Asia and eventually to the West. The first part of the course will deal with Indian Buddhism: the Buddha, the principal teachings and practices of his early followers, and new developments in spiritual orientation. We will then turn to the transmission of Buddhism to Sri Lanka and Southeast Asia, where at least one of the early schools has been preserved. Next we will look at Mahayana Buddhism as it moves north and east, encompassing China, Japan, and Tibet. While much of the course will be devoted to developments in traditional times, we will also look at some of the ways Buddhist cultures have responded to modernity.

**Indian Devotional Poetry**  
ASIAN 3348 (combined with ASIAN 6649, RELST 3348)  
Gold, D

A survey of Indian devotional genres, with particular attention to the medieval vernacular literatures. Consideration will be given to social and ritual contexts of the texts, the ways in which their literary conventions work, and their contemplative uses. The predominant focus will be on Hindu traditions, but some Buddhist and Islamic works may also be read. Readings will be in translation. (RL)

**Indian Religious Worlds**  
ASIAN 3351 (combined with ASIAN 6651, RELST 3351)  
Gold, D

TuTh, 11:40a.m.-12:55p.m.

A study of religious traditions as lived today in the Indian subcontinent. Alongside some underlying similarities, attention is paid to differences in piety and practice within alternative environments: urban and rural, male and female, more and less orthodox. In addition to several Hindu traditions, Sikh, Jain, Buddhist, and Muslim traditions may also be treated. Readings include ethnographies and perhaps a novel.

**Representing Conflict through Visual Media: Sri Lanka & the Sri Lankan Diaspora in Photography & Film**  
ASIAN 4431  
Arunasalam, K

This course develops a non-linear approach to events and issues surrounding the Sri Lankan conflict – a recently concluded 30-year war and ongoing political conflicts related to ethnicity, religion, nationalism, and access to political and economic resources – through representations in different media, focusing primarily on documentary photography, film and narrative journalism. Central materials for the course include feature film, documentary, music videos and multimedia sources. These
are used to explore topics related to the representation of conflict, such as imagery of atrocity, the role of visual media in political argumentation, media bias, and the power of narratives and censorship. The course offers an introduction to key topics related to conflict in the Sri Lankan context, such as the roots of Sri Lanka’s conflicts, the relationship between religion and citizenship, diaspora politics, and competing discourses of "reconciliation" and "accountability.” Student assignments include analysis of visual media included in the course materials and opportunities to capture original student ideas related to the course through audio, stills and video. Students are encouraged to share their existing knowledge with others, including knowledge borrowing from other conflict contexts (including Africa, Europe, and Latin America), contributing to lively classroom discussions.

Interpreting Indian Texts
ASIAN 4447 (combined with ASIAN 6627)
McCrea, L
MW, 10:10a.m.-12:35p.m.
For more than 3000 years, India has been home to vast and extremely rich poetic, religious, and philosophical literatures. One of the most notable features of Indian culture in all these areas is a highly developed tradition of self-analysis. This course will focus on how literary and religious intellectuals in classical India themselves thought and wrote about the proper way to read and interpret the scriptural, literary, and philosophical works which formed the basis of their own tradition.

Indian Meditation Texts
ASIAN 4460 (Combined with RELST 4460)
Gold, D
Draws on approaches from literary criticism, anthropology, and religious studies to explore texts that record religious experience.

Region, Colonialism, and Nationalism in South and Southeast Asia
ASIAN 4462 (combined with ASIAN 6662)
Blackburn, A
TuTh, 10:10a.m.-11:25a.m.
Taught as a seminar, the course engages recent theoretical literature on the relations between religion, colonialism and nation formation. This theoretical literature is read in conjunction with historical and ethnographic materials from South and Southeast Asian contexts, which allow us to explore the intellectual promise and limitations of the theoretical work in question.

Yogic Traditions: History and Practice
ASIAN 4467 (combined with RELST 4467)
Gold, D
TuTh, 2:55p.m.-4:10p.m.
The course will examine South Asian traditions of religious practice that pay explicit attention to the subtle energies of the human body. It will explore these
traditions’ metaphysical groundings, socio-religious development, and cultural meanings, looking at the development of their ideas and practices in different meditational, magical, and devotional contexts. Some attention will also be paid to the emergence of modern postural yoga and its spread in the West. Readings will include translations of classical and vernacular texts as well as contemporary studies.

Indian Religious Worlds
ASIAN 6651 (combined with ASIAN 3351, RELST 3351)
Gold, D
TuTh, 11:40a.m.-12:55p.m.
A study of religious traditions as lived today in the Indian subcontinent. Alongside some underlying similarities, attention is paid to differences in piety and practice within alternative environments: urban and rural, male and female, more and less orthodox. In addition to several Hindu traditions, Sikh, Jain, Buddhist, and Muslim traditions may also be treated. Readings include ethnographies and perhaps a novel.

DEVELOPMENT SOCIOLOGY

Social Change and Population Processes in Asia
DSOC 6120
Williams, L
This seminar will examine topics pertaining to population and social change in the broad context of Asia, although issues of importance in island and mainland Southeast Asia will be highlighted. We will discuss the linkages between population and development in historical perspective and address current policy priorities. Examples of specific topic areas covered in this course include population change and the environment; shifting fertility patterns and population policy; internal and international labor migration; and urbanization and urban and rural life. Evolving gendered norms in the family and broader social context are emphasized. Students will be expected to expand their reading and expertise in the areas that are of particular interest to them.

ECONOMICS

Development Economics
ECON 4560
Berry, J
TuTh, 2:55p.m.-4:10p.m.
Examines microeconomic issues in developing countries, with an emphasis on recent research in the field. Studies the theoretical and empirical aspects of current economic and policy questions. Topics include education, health and nutrition, insurance and credit, gender and family, agricultural contracts, and corruption.

HISTORY (HIST)

Introduction to Modern Asian History
HIST 1910
Seow, V

This introductory course follows the history of Asia-Pacific from the nineteenth century to the present, focusing on the relations of China, India, Japan, South, and Southeast Asia. This course is intended for students wanting a broad historical overview of what makes Asia distinctive and important in the global economy and in world politics.

INTERNATIONAL AGRICULTURE AND RURAL DEVELOPMENT

Agriculture in Developing Nations I
IARD 4020
Hobbs, P; Raman, K
F, 1:25p.m.-3:20p.m.

Acquaint students with the major issues and problems in international agriculture and rural development and to demonstrate how problems in development are being addressed in India and Thailand. The lectures/discussions establish the global and regional contexts for sustainable agricultural development and focus on development challenges in Asia through cases in India and Thailand. This course may be taken as a stand-alone survey course in international agriculture and rural development. However, it is primarily a preparatory course for participants selected to participate in the spring-semester course Agriculture in the Developing Nations II (IARD 6020), which includes a field trip to India during the January intersession.

The GMO Debate: Science and Society
IARD 4303 (Combined with BSOC 4303, GOVT 4303, PLSCS 4303, STS 4303)
Davidson Evanega, S; Davies, P; Herring, R; Hobbs, P; Thies, J

Biotechnology is a broad term for the tools used to alter living organisms for human purposes. Genetic engineering (recombinant DNA technology) is one class of methods used in biotechnology. Private sector firms are actively marketing transgenic crops and other products of biotechnology globally. The public sector has been somewhat less active, but is becoming increasingly involved in transgenic technologies, particularly in less-industrialized countries. Developmental questions begin with those we ask of all technology: at whose cost, to whose benefit? Social movements have arisen to block both the testing and commercializing of biotechnology products, arguing that the developmental consequences are negative. Their objections center on the issues of food sovereignty, effects of land use change on the environment, ownership of transgenic traits and the genetic background in which they are placed (intellectual property), environmental uncertainties/risks, control of the food supply by multinational corporations and human health issues. Students will evaluate the legitimacy of various arguments and political positions relative to scientific findings and cultural norms. They will seek to understand the dimensions of political contention: what is at stake? Why does the controversy reach global dimensions? What are the concrete interests involved?
INDUSTRIAL AND LABOR RELATIONS

Comparative Employment Relations in China and India
ILRIC 6375 (combined with ILRIC 4375)
Friedman, E; Kuruvilla, S
A comparative introduction to two of the world’s largest economies and societies, with a focus on changing economic development strategies, transformations in employment relations policies and practices, and developments in labor union structure and strategy. This course involves a mixture of lectures, discussion, and student presentations to enhance learning. Students will learn how economic development strategies and political institutions including state-society relations influence employment relations policies, practices and trajectories in both countries. In addition, the course will also focus on specific issues unique to or noteworthy in each country's labor markets (such as labor migration, and union-worker relations in China, and the service and informal sectors in India).

LAW

Federal Indian Law
LAW 6451
Torres, G
The course will focus on the basics of Federal Indian Law, the ever-changing body of case and statutory law and treaties that define the limits and extent of Indian tribal sovereignty in the United States in the late twentieth century. The course will explore the nature and extent of tribal sovereignty at the time of European contact, the changing strategies of the United States in relating to tribes, and the lasting impact of those strategies on current-day tribal communities and their rights of self-government. The course will also explore the role of the United States in protecting tribal sovereignty and tribal resources. It will also examine the powers and jurisdiction of tribal governments with regard to both members and non-members of the tribe, as well as the lack or extent, as the case may be, of state jurisdiction over activities on Indian lands. Students will be encouraged to continually identify and question the legal, political and moral basis of the laws and policies that constitute Federal Indian Law in the United States today. We will also examine the current ALI restatement project for Federal Indian Law.

NATURAL RESOURCES

Ways of Knowing: Indigenous and Place-Based Ecological Knowledge
NTRES 3330 (Combined with AIS 3330, AMST 3330, NTRES 6330)
Kassam, K
TuTh, 8:40a.m.-9:55a.m.
Based on indigenous and place-based "ways of knowing," this course (1) presents a theoretical and humanistic framework from which to understand generation of ecological knowledge; (2) examines processes by which to engage indigenous and
placebased knowledge of natural resources, the nonhuman environment, and human-environment interactions; and (3) reflects upon the relevance of this knowledge to climatic change, resource extraction, food sovereignty, medicinal plant biodiversity, and issues of sustainability and conservation. The fundamental premise of this course is that human beings are embedded in their ecological systems.

**LANGUAGE COURSES**

**BENGALI (BENGL)**

**Elementary Bengali I**
BENG 1121
Mukherjee, S
MoTuWeTh, 11:15a.m.-12:05p.m.
Intended for beginners or students placed by examination. The emphasis is on basic grammar, speaking, and comprehension skills; Bengali script will also be introduced.

**Intermediate Bengali I**
BENG 2201
Mukherjee, S
Continuing focus on reading, writing, and conversational skills, this course is designed to advance students' oral competence and enhance comprehension skills through reading, conversations, and listening.

**High Intermediate Bengali I**
BENG 2205
Mukherjee, S
Gives comprehensive training in oral and written Bengali at a higher level than BENG 2201/ BENG 2202. Oral training covers reading and conversational Bengali expressions on daily life, topics with discussions, and offering opinions as global tasks. Written training includes reviews of current affairs.

**Advanced Bengali I**
BENG 3301
Mukherjee, S
Continuing instruction in Bengali at the advanced level focusing on conversation, interview, and discussion skills.

**Directed Study**
BENG 4431
Mukherjee, S
Permission of instructor required. Intended for advanced language study.
HINDI (INDI)

Elementary Hindi I
HINDI 1101
Singh, S
Tu, 9:05a.m.-9:55a.m. (Discussion MoWeThFr, 9:05-9:55a.m. or 10:10-11:00a.m.)
Designed for students who are complete beginners in the Hindi language. Students enter this course with no or very little prior knowledge in Hindi. The course aims to help students acquire competence in the four skills (Listening, Speaking, Reading & Writing) of the Hindi language by utilizing tools of basic grammar, vocabulary, cultural points and other oral and written activities. By the end of this course, students are able to communicate in basic everyday Hindi, and perform all the hands-on tasks and functions necessary to survive in India and/or similar context.

Intermediate Hindi I
HINDI 2201
Singh, S
This is an intermediate-level course in Hindi. Students' competence in all four language areas will become very strong and solid. This course will work on building up their confidence in describing complicated situations and ideas in the target language, improve their ability to read and write with better flow and accuracy, and increase their listening comprehension to more detailed and complicated materials.

Intermediate Hindi Reading and Writing for Heritage Students I
HINDI 2203
Singh, S
Throughout this course sequence all aspects of language learning are practiced; listening, speaking, reading, and writing. Video materials are used and the emphasis is on the conversational aspect of the language.

Hindi Service Learning and Language Immersion
HINDI 2215
Singh, S
A total of six weeks community-based, service learning Hindi immersion course will be offered in the late Fall ’15 semester. The students enrolled in this course will acquire all four skills - speaking, reading, writing and listening in Hindi from volunteering in the local community and daily language instruction. Three weeks of language instruction on Cornell campus will be a strong introduction to the later three weeks of community engaged intensive Hindi immersion in India over winter break. It will be open to students from diverse disciplines across Cornell University and the course will be designed to accommodate students from all levels.

Advanced Hindi
HINDI 3301
Singh, S
Selected readings in modern Hindi literature. Continued work on fluency in speaking Hindi on an advanced level. There will be a combination of different reading materials from literature, journals, newspapers, and many social, entertainment, and political magazines in Hindi. Discussions will be based on those readings and articles, hence giving opportunities to express views and opinions in a fluent and effective manner.

Directed Study  
HINDI 4431  
Singh, S  
Permission of instructor required. Intended for advanced language study.

NEPALI (NEPAL)

Elementary Nepali I  
NEPAL 1101  
Oja, S  
MoTuWeThFr, 1:25p.m.-2:15p.m.  
Intended for beginners. The emphasis is on basic grammar, speaking, and comprehension skills, using culturally appropriate materials and texts. Devanagari script for reading and writing is also introduced.

Intermediate Nepali Conversation I  
NEPAL 2201  
Oja, S  
Intermediate instruction in spoken grammar and verbal comprehension skills, with special attention to developing technical vocabularies and other verbal skills appropriate to students' professional fields.

Intermediate Nepali Composition I  
NEPAL 2203  
Oja, S  
Systematic review of written grammar and reading comprehension, with special attention to the technical vocabularies, necessary writing skills, and published materials typical of advanced students' professional fields.

Advanced Nepali I  
NEPAL 3301  
Oja, S  
Reading of advanced texts, together with advanced drill on the spoken language.

Directed Study  
NEPAL 4431  
Oja, S  
Permission of instructor required. Intended for advanced language study.
Elementary Persian/Farsi I  
NES 1320  
Gocheleishvili, I  
MoTuWeThFr, 11:15a.m.-12:05p.m.  
Intended for beginners and heritage speakers alike, this course is a quick and easy way to a popular worldly language in a modern day context (Farsi)! Students develop all four skills - speaking, listening, reading, and writing. Additional materials from authentic culture-focused readings and Persian poetry are an integral part of the curriculum. By the end of this course students will be able to actively participate in conversations centered around family and friends, hometown, country, studies and work, daily activities, modern Iran as well as write extensively on familiar topics. Students will acquire cultural competence and be able to function in authentic Persian cultural context using the taarof.

Intermediate Persian/Farsi I  
NES 1322  
Gocheleishvili, I  
MoTuWeTh, 12:20p.m.-1:10p.m.  
The course is designed with strong integration of modern colloquial Persian (Farsi). Only colloquial Persian is used for all speaking and listening activities, while reading and writing tasks are performed in formal Persian. Authentic material drawn from Persian language TV, radio and movies is introduced regularly in accordance with the topic and vocabulary of given week. By the end of the semester students will be able to speak, read and comprehend material on a range of social, cultural, political and everyday topics. You'll learn how to write emails and notes as educated Persian speakers, read Persian newspapers and comprehend audio material intended for native speakers. We'll also delve into Persian folk tales, modern Persian rap and pop and Persian humor.

Punjabi (Punjb)  
Elementary Punjabi I  
PUNJB 1121  
Staff  
MW, 6:10p.m.-8:00p.m.  
Interactive Video Class through Columbia University; held in Language Resource Center, Noyes Lodge  
Elementary Punjabi introduces the student to basic Punjabi Language skills: reading, writing, speaking and listening.
Intermediate Punjabi I
PUNJB 2201
Staff
TuTh, 6:10p.m.-8:00p.m.
Interactive Video Class through Columbia University; held in Language Resource Center, Noyes Lodge
Further develops a student's writing, reading, and oral skills in Punjabi, a major language of northern India and Pakistan.

SANSKRIT (SANSK), (CLASS)

Elementary Sanskrit I
SANSK 1131 (combined with LING 1131, CLASS 1131)
Clary, T
MoTuThFr, 8:00a.m.-8:50a.m.
An introduction to the essentials of Sanskrit grammar. Designed to enable the student to read classical and epic Sanskrit as soon as possible.

Intermediate Sanskrit I
SANSK 2251 (combined with LING 2251, CLASS 2351)
Golovkova, A
Review of grammar and reading of selections from Sanskrit epic poetry and narrative prose.

Advanced Sanskrit I
SANSK 3301 (combined with CLASS 3395)
McCrea, L
Selected readings in Sanskrit literary and philosophical texts.

Independent Study in Sanskrit, Undergraduate Level
CLASS 3391
Staff
To be taken only in exceptional circumstances. Must be arranged by the student with his or her advisor and the faculty member who has agreed to direct the study. To be approved by the DUS.

Independent Study in Sanskrit
CLASS 7950
Staff
Independent study for graduate students only.

SINHALA (SINHA)

Elementary Sinhala I
SINHA 1121
Herath, B

Semi-intensive introduction to colloquial Sinhala, intended for beginners. A thorough grounding is given in all the language skills; listening, speaking, reading, and writing.

**Intermediate Sinhala I**
SINHA 2201
Herath, B

This course further develops student competence in colloquial Sinhala, attending to all the language skills: listening, speaking, reading and writing. In addition, this course prepares students for the transition to literary Sinhala.

**Literary Sinhala I**
SINHA 3301
Herath, B

This one-semester course provides an introduction to the distinctive grammatical forms and vocabulary used in Literary Sinhala. While focused particularly on the development of reading skills, the course also introduces students to Literary Sinhala composition, and builds students' listening comprehension of semi-literary Sinhala forms (such as those used in radio and TV news).

**Literary Sinhala II**
SINHA 4400
Herath, B

This one-semester course further develops students' comprehension of written Literary Sinhala, using sample materials from a variety of genres prepared by the instructor, as well as excerpts from texts relevant to graduate student research (when appropriate).

**Directed Study**
SINHA 4431
Herath, B

Permission of instructor required. Intended for advanced language study.

**TAMIL (TAMIL)**

**Elements of Tamil Language/Culture**
TAMIL 1100
Herath, B

This course is designed for students with no previous knowledge of Tamil language who expect to participate in university programs in Tamil-speaking areas of the world. Students will learn enough phrases to be able to handle very simple interactions and express very simple needs. The class will be run mostly in the Tamil language. Emphasis will be on behaving appropriately in Tamil settings, with regard to
language use and other behavior. Through out-of-class readings, students will also gain an understanding of the history and current place of Tamil in South Asia.

**Elementary Tamil I**
TAMIL 1121
Staff
MW, 2:10p.m.-4:00p.m.
Interactive Video Class through Columbia University; held in Language Resource Center, Noyes Lodge

**Intermediate Tamil I**
TAMIL 2201
Staff
TuTh, 2:10p.m.-4:00p.m.
Interactive Video Class through Columbia University; held in Language Resource Center, Noyes Lodge

To further enhance the language proficiency (the basic skills of listening, speaking, reading and writing) adding linguistic and cultural nuances to the communication ability. Also to get acquainted with the literary and cultural milieu of Tamil country through the ages.

**Advanced Tamil I**
TAMIL 3301
Staff
TuTh, 4:10p.m.-6:00p.m.
Interactive Video Class through Columbia University; held in Language Resource Center, Noyes Lodge

This course aims at students improving further their language proficiency. It aims at students getting introduced to the long and continuous literary history of Tamil by reading non-contemporary Tamil writings, sometimes the ancient Tamil literary works.

**TIBETAN (TIBET)**

**Elementary Classical Tibetan I**
TIBET 1121
Staff

Introduces students to the grammar of Classical Literary Tibetan as found in Indian treatises translated from Sanskrit into Tibetan, as well as indigenous Tibetan philosophical works. The course progresses through a sequence of the basic rudiments of the language, including an introduction to the script and its romanization, pronunciation (central Lhasan dialect), normative dictionary order, and the basic categories of grammar. Following these preliminaries, students proceed to guided readings in Tibetan literature designed to introduce them to the formal approach of Tibetan lexical semantics with an emphasis on the role of verbs in determining
argument realization options. Over the duration of the course, students encounter new vocabulary (and associated Buddhist concept hierarchies) and increasingly complex sentence structures. This course thus provides a solid foundation for the later exploration of other genres of literature and styles of composition.

**URDU (URDU)**

**Intermediate Urdu Reading and Writing**  
URDU 2225 (Combined with NES 2201)  
Rizvi, N  
This course is designed to develop competence in Urdu reading and writing for students with a first-year knowledge of Hindi and knowledge of Urdu script. May be taken concurrently with Intermediate Hindi.

**Literary Reading and Writing in Advanced Urdu**  
URDU 3325 (combined with NES 3325)  
Rizvi, N  
Designed for those students who have either taken Intermediate Urdu or are at the same level of competency in reading and writing skills. In this course you will be reading literary articles, novels and short stories and will be working on polishing your written Urdu skills at an academic level.

**Directed Study**  
URDU 4431  
Singh, S  
Permission of instructor required. Intended for advanced language study.