

UNIVERSITY OF NEW BRUNSWICK

DEPARTMENT OF ANTHROPOLOGY

**SYLLABUS → ANTH 3704: SOUTH ASIA (SUMMER 2014)**Instructor: **Alekhyia “Baba” Das** (*addressed by nickname - Baba*)Email: **adas@unb.ca**Website: [www.alekhyadas.ca](http://www.alekhyadas.ca)Office hours & location ⇒**Wednesday: 5 to 6 pm → Room: XC- 4** [Anthropology Building (basement)]**COURSE DESCRIPTION**

This course is designed to give an anthropological understanding of the social and cultural structure of South Asia. Here ‘South Asia’ stands for the current as well as social-historic-geographical territory of south Asia, the local and global population of South Asia, along with the political structure of South Asia. Anthropological perspective refers to the understanding of social history, cultural developments, political-geography, and how they have shaped the current societal framework of South Asia. The course will mainly focus on South Asia as a cultural and social entity, along with, formation of the south Asian identity over the years with its distinctive characteristics. There are no prerequisites for this course; students from all academic backgrounds can join this course. However please keep in mind that it is a 3000 level course.

In this course, I will also focus on heterogeneity in South Asia as well as the nature of disputes and challenges that exists in the region in terms of nationality, ethnic relations, etc. The key themes that I will focus in this course are - general introduction to the anthropology of south Asia; social history of south Asia, social structure of south Asia with predominant focus on religious and family structure; south Asian diasporas with concentration on diasporas in Canada (‘Indo-Canadians’); social issues in south Asia with particular emphasis on poverty, illiteracy, communalism, fundamentalism and separatism. Other overarching themes of the course are - ‘continuity’, ‘discontinuity’ and ‘change’ in south Asian social and cultural structure; formation of new social groups and cultures; and changes in social structure and cultural patterns with emerging phases in history of south Asia. Lastly, intermixing of ethnic groups and social systems; simultaneous existence of traditional and contemporary cultural entities; and social-historical origins of contestations and paradoxes in current south Asia, will be examined.

**COURSE OBJECTIVES**

By the end of this course, the participants/students will clearly grasp certain core issues about south Asia as well as a diversity of other interrelated subjects. These core themes are - what are the reasons behind the extraordinary diversity in the social structure of south Asia; what is the nature of this diversity (linguistic, religious, ethnic, and regional); why there is glaring disparity (of resources, entitlements and social position) in south Asia and what effect that has on the various communities in South Asia? Students would also be able to reasonably understand the nature of identity and its multiple bases (e.g. religion, nationality, language and class) in south Asia. By completing this course, the participants will be fairly equipped with academic tools to analyze various cultural, economic and political situations relating to south Asia; including matters of dispute, challenges and conflict (such as communal violence or separatists movements).

Participants/students will also be able to explain why certain social features of south Asia comes across as contradictory/paradoxical (e.g. coexistence of five thousand year old practices along with development of space technologies; acceptance of globalization in financial sector cohabiting with resistance to gender equality; the highest percentage of cell phone users in the world as well as highest percentage without sanitation or drinking water; and so on). The course is structured around my lectures as well as the designated readings; and my lectures will provide the framework for grasping diverse contents in the readings. Over fifty percent of the designated readings are directly linked to the evaluation process. Hence the students will be fully able to apply the contents of the readings for forming their own arguments as well as hypotheses. Lastly, there is a strong emphasis on public speaking (through seminars), whereby students will gain sufficient skills to harness their knowledge of South Asia in non-academic circumstances (such as public discussions).

### **GENERAL INSTRUCTIONS**

- 1) Please **read this syllabus very carefully**.
  - 1.1) Your performance will be evaluated based on the criteria given here.
- 2) Please **check your emails** & **UNB Desire2Learn (D2L)** system **regularly** for updates regarding this course.
  - 2.1) Please contact me **ONLY** through your 'UNB' email ID. I will not respond to your emails from personal email IDs (e.g.: Gmail, Yahoo, etc).
- 3) **Students will NOT be informed individually** about changes and notifications.
  - 3.1) If any information has been sent through 'class group-email', I will assume that it has been read and followed by all students.
- 4) Completion of all course requirements is necessary to pass this course.
- 5) Assignments must conform to the criteria given in this outline – **OR** - written instructions handed out in class - **OR** - put up in 'UNB Desire2Learn (D2L)' system – **OR** - circulated through emails.
- 6) The **main points of my class lectures** will be available as '**class lecture notes**' in the '**Desire2Learn (D2L)**' after each theme is over.
  - 6.1) If you were absent and therefore unable to understand my lecture notes, please feel free to contact me.
- 7) If you are **absent**, please make arrangements with classmates to follow up on class instructions. Alternatively, you may meet me as well.
- 8) Due dates and grades are fixed as well as non-negotiable. However, I am always open to discussing your work.
- 9) ALWAYS **keep a copy** (electronic & printed) of your assignments. Additionally, on a regular basis **make back-up** copies.
  - 9.1) I will not entertain pretexts such as "hard-disk crash," "dog ate the assignment," "accidentally deleted the file," and so on.
- 10) Please familiarize yourself with the university regulations concerning **plagiarism & cheating** given in the UNB undergraduate calendar.
  - 10.1) Please note that the University has very strict policies on plagiarism. The University of New Brunswick places a high value on academic integrity and has a policy on plagiarism, cheating and other academic offences.
  - 10.2) For more information, please see the Undergraduate Calendar –   
<http://www.unb.ca/academics/calendar/undergraduate/2013/regulations/universitywideacademicregulations/viii-academicoffences/index.html>
  - 10.3) It is the **student's responsibility** to know the Regulations.

- 11) Please use **proper citation** procedures and writing styles (e.g.: 'APA', 'ASA', etc) to write your answers / essays.
  - 11.1) I will deduct points for lack of proper citation.
  - 11.2) Please consult UNB library for information on citing resources ⇒ <http://www.lib.unb.ca/research/citing.php>
- 12) Please bear in mind that there is a **vast difference** between ⇒ '**being critical**' - & - '**being prejudiced**'.
  - 12.1) Please **DO NOT curtail your criticality** by mistaking it for 'prejudice' [*or racism or ethnocentrism*]. As I always convey in my lectures: in anthropology, all cultures are open to critique [*be it our own or of others*].
- 13) Students with special needs or extraordinary situations [**any type**] should speak to me. Where possible and appropriate, accommodations can be made to meet those needs.
- 14) **Please feel free to meet me** if you want to discuss anything **and/or** you have any query or concern.
  - 14.1) My **office hour** & location is given on page 1. **No appointments**; please feel free to walk in on the designated day & time.
  - 14.2) You may meet me before or after the class as well. If you prefer some other time (outside of what is given here), please send me an email.

### **COURSE MATERIALS**

- 1) The **materials** for this course comprise of ⇒ **readings** given in this syllabus – **PLUS** - **my lectures** in the class.
- 2) **ALL required readings** for this course are '**electronic**' and **available online** ⇒ in **UNB DESIRE2LEARN (D2L)**
  - 2.1) Everything is also available in UNB Library system
- 3) **Important NOTE** ⇒ You may notice **several readings** in this syllabus. **Please do NOT be overwhelmed** or apprehensive by the number. There are **TWO reasons** for the number of readings -
  - 3.1) This course deals with a diverse range of subjects and issues. Therefore, there is no 1 or 2 'large' readings; instead a combination of **smaller readings**.
  - 3.2) Given the varied background of students, I have provided the readings in **3 levels** ⇒ '**basic**', '**intermediate**' & '**advanced**' (based on the degree of complexity). Therefore for **same topic**, you will find readings of different levels. Please feel free to start at the level you are comfortable with.
- 4) Please note that **my lectures** are the **framework for this course**.
  - 4.1) Following my lectures is necessary to connect the divergent readings recommended in this course.
  - 4.2) My lectures are based on the readings given in this syllabus. However, they also consist of information from various other sources which go beyond the scope of the given readings. Please feel free to enquire about the source of any part of my lectures.
- 5) Participants of this course **must use the readings given in this syllabus**.
  - 5.1) I strongly recommend that students go through the readings before they attend each class. This will greatly help you to understand my lectures.
- 6) Students are welcome to use other resources provided they are 'academic' in nature.
  - 6.1) Please use materials which are valid, reliable, social-scientific and scholarly or from governmental sources.
  - 6.2) Non-scholarly /popular sources (such as 'wikipedia' or 'blogs') will be considered invalid.

**CLASS SCHEDULE & READINGS**

**05 & 07 May 2014**

**Theme (A) - Introduction & overview**

(Key Topics ⇒ *Guidelines and structure for the course; race, identity & ethnicity; basic concepts or studying South Asia, scope and limitations while studying South Asia; geographical constitution, historical passage, political structure, socio-economic character of South Asia; perspectives on South Asia - anthropological, political, historical &, sociological; diversity in South Asian social structure, continuity and change in South Asia, South Asian identity, coexistence of conflicting cultural entities, importance of viewpoint for studying south Asia*)

Readings (basic concepts):

- A1] Jenkins, Richard. "Ethnicity." Blackwell Encyclopedia of Sociology. Ritzer, George (ed). Blackwell Publishing, 2007. Blackwell Reference Online.
- A2] "Identity: Social" - International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
- A3] "Race Identity" - International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.

Basic readings:

- A4] "South Asia: Socio-cultural Aspects" - International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
- A5] "South Asian Studies: Economics" - International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
- A6] "South Asian Studies: Geography" - International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
- A7] "South Asian Studies: Culture" - International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.

Intermediate reading:

- A8] Malik, Yogendra K. (2008) Government and Politics in South Asia. Boulder, CO, USA: Westview Press: 1-10.

Advanced Reading:

- A9] Malik, Yogendra K. (2008) Government and Politics in South Asia. Boulder, CO, USA: Westview Press. Selected pages.

Readings (country profiles):

[https://www.cia.gov/library/publications/the-world-factbook/wfbExt/region\\_sas.html](https://www.cia.gov/library/publications/the-world-factbook/wfbExt/region_sas.html)

- A10] "India": The World Factbook (C.I.A.)
- A11] "Pakistan" : The World Factbook (C.I.A.)
- A12] "Bangladesh" : The World Factbook (C.I.A.)
- A13] "Sri Lanka" : The World Factbook (C.I.A.)
- A14] "Nepal" : The World Factbook (C.I.A.)
- A15] "Bhutan" : The World Factbook (C.I.A.)

**12 & 14 May 2014**

**Theme (B) - Influence of Hinduism**

[Key Topics ⇒ *Aryan/ Hindu influences on South Asian socio-cultural formation; history and pre-history, mythical history, people's beliefs, continuity and change, current conflicts, co-existence of cultural paradoxes*]

Readings

- B1] "Religions of India" - International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.
- B2] Whaling, Frank. (2010) Understanding Hinduism. Edinburgh, GBR: Dunedin Academic Press: 1-32
- B3] Whaling, Frank. (2010) Understanding Hinduism. Edinburgh, GBR: Dunedin Academic Press: 73-88

**14 & 21 May 2014**

**Theme (C) - Influence of Islam**

[Key Topics ⇒ *Islamic influences on South Asian socio-cultural formation; history and mythical history, contested history, community values, continuity and change, communal conflicts, co-existence of paradoxes*]

Readings

- C1] Clothey, Fred W. (2006). Religion in India: A Historical Introduction. Taylor & Francis.122-137
- C2] HeinOnline: India Country Studies; 162 (1995)

Advanced Reading:

- C3] Kulke, Hermann. History of India. London, GBR: Routledge, 1998. Selected pages.

**19 May 2014**

**No class** → Victoria Day - University Holiday

**26, 28 May & 02 June 2014**

**Theme (D) - Colonialism, Westernisation & Modernisation**

[Key Topics ⇒ *European Influence on South Asian society; colonization, modernism, westernization, indigenous modernity, industrialisation, globalisation, Christianity, western education and medicine, European renaissance, modern technology, modern state & legal system, British India, British Empire*]

Readings (basic concepts)

- D1] Go, Julian. "Colonialism (Neocolonialism)." Blackwell Encyclopedia of Sociology. Blackwell Publishing, 2007.  
 D2] "Modernization". The Oxford Companion to the Politics of the World.  
 D3] "Westernization". Cambridge Dictionary of Sociology (2006).

Readings:

- D4] "Colonial Period". Oxford Encyclopedia of Economic History. 2003.  
 D5] "India". A Dictionary of Contemporary World History. Oxford Reference Online Premium.  
 D6] Peers, D.M. "Chapter Three: Britain and Empire". Blackwell Reference Online.  
 D7] "Mohandas Karamchand Gandhi". The Oxford Encyclopedia of Peace.  
 D8] "Gandhi, Mohandas". The Oxford Companion to the Politics of the World.  
 D9] PAREKH, BHIKHU. "Gandhi." A Companion to the Philosophers. ARRINGTON, ROBERT L. Blackwell Publishing, 2001. Blackwell Reference Online.  
 D10] "Nationalism, Historical Aspects of: South Asia". International Encyclopedia of the Social & Behavioral Sciences, Elsevier Science Ltd, 2001.

Advanced Readings:

- D11] Bose, S. 1998. Modern South Asia: History, Culture and Political Economy, Routledge. Selected Pages.  
 D12] Kulke, Hermann. History of India. London, GBR: Routledge, 1998. Selected pages.

**Theme (E) - Midterm Essay (take home)**

- 1) Please carefully go through the instructions for Midterm Essay as given on page later in this syllabus.
- 2) Please update yourself with further instructions that I will provide later.
- 3) This is a take home test.
- 4) Student have to answer TWO questions → I will announce the questions on ⇒ 23<sup>rd</sup> February 2014
- 5) The LAST DATE for submitting **BOTH** answers → 14<sup>th</sup> March 2014
- 6) Compulsory readings →
  - ✓ For **Question # 1** ⇒ **D1 to D13** (from theme D)
  - ✓ For **Question # 2** ⇒ **E1 to E5** (from Theme E)

**04 & 09 June 2014**

**Theme (F) - Private sphere in South Asia: family and religion**

[Key topics ⇒ *Social and cultural structure of South Asia; family, marriage, gender, birth, death & domestic relationships; private and public sphere; religious influence on private sphere*]

Readings:

- F 1) Parekh, Bhikhu. (2009). 'Private and public spheres in India', *Critical Review of International Social and Political Philosophy*, 12: 2, 313 — 328.
- F 2) Naseem Akhter Hussain. Religion and modernity: Gender and identity politics in Bangladesh. *Women's Studies International Forum* 33 (2010) 325–333
- F 3) Kamlesh Mohan. Cultural values and globalization: India's dilemma. *Current Sociology* 2011 59: 214
- F 4) Mukta Sharangpani. Browsing for Bridegrooms: Matchmaking and Modernity in Mumbai. *Indian Journal of Gender Studies* 2010 17: 249
- F 5) Ghazala Mansuri. FAMILY LAW AND CUSTOM IN PAKISTAN. *Pakistan Journal of Women's Studies: Alam-e-Niswan*; Vol.15, No 1, pp.1-27, 2008.

**09 & 11 June 2014**

**Theme (G) South Asian Diaspora & Canadians of South Asian origin**

[Key topics ⇒ *People of South Asian origin outside of 'geographic' South Asia, **Canadians of South Asian origin** (Indo-Canadians); transnational south Asian identity, diversity in south Asian identity, issues of adjustment, conflict within generations, westernization versus identity-maintenance*]

Readings (basic concept)

- F1] "Diaspora". *International Encyclopedia of the Social & Behavioral Sciences*, Elsevier Science Ltd, 2001.
- F2] "Visible minority of person". Statistics Canada.  
<http://www.statcan.gc.ca/concepts/definitions/minority-minorite1-eng.htm>

Readings:

- F3] CBC News (Wednesday, April 2, 2008) '1 in 6 Canadians is a visible minority: StatsCan'  
<http://www.cbc.ca/canada/story/2008/04/02/stats-immigration.html>
- F4] "Population by selected ethnic origins, by province and territory (2006 Census)". Statistics Canada.  
<http://www40.statcan.gc.ca/l01/cst01/demo26a-eng.htm>
- F5] Kelly Tran, Jennifer Kaddatz and Paul Allard. South Asians in Canada: Unity through diversity. *Canadian Social Trends* (Autumn 2005), Statistics Canada.
- F6] Colin Lindsay. (2001). Profiles of Ethnic Communities in Canada: The South Asian Community. Social and Aboriginal Statistics Division, Statistics Canada.

Advanced readings:

- F7] Basran, G.S. (1993). Indo-Canadian families: historical constraints and contemporary contradictions. *Journal of Comparative family Studies*: 24(3).  
 F8] COWARD, HAROLD. "The Religions of the South Asian Diaspora in Canada." *A New Handbook of Living Religions*.  
 Hinnells, John R. Blackwell Publishing, 1996. Blackwell Reference Online.

**16 & 18 June 2014**

Theme (H) ⇒ **Seminar presentations**

- 1) Please carefully go through the **instructions for seminar presentations** as given later in this syllabus.
- 2) Please update yourself with instructions that I will provide later.
- 3) **TOPIC → South Asian Diaspora in Canada** [*Canadians of South Asian origins*]
- 4) Each student will do **ONE seminar presentation**.
- 5) **Main reading** ⇒ **ONE article** (from e-journals)
- 6) **Articles** for presentation (# H1 to H25) are available in the **Desire2Learn (D2L)** as well as UNB library system.
- 7) **List of articles** is given later in this syllabus
- 8) **Respective dates** of presentation will be announced on ⇒ **25<sup>th</sup> January 2014**
- 9) Journal **articles will be assigned** to presenters (students) through a **lottery** on ⇒ **25<sup>th</sup> January 2014**
- 10) **Peer group learning** ⇒ Journal articles (H1 to H20) are also compulsory readings for Final Term paper.
  - ✓ Therefore, the more thoroughly presenters discuss these articles in class, the better students will be able to address their Final term paper.

**23 June 2014 → No class (Reading day)**

Theme (I) ⇒ **Final term paper essay**

- 1) **27 June 2014** ⇒ **Last date** for **essay submission**
- 2) Please thoroughly go through the **instructions for Term Paper** as given later in this outline.
- 3) Please update yourself with further instructions that I will provide later.
- 4) Each student will submit **ONE Final term Paper Essay**.
- 5) **Compulsory Readings** →
  - ✓ **F1 to F8** (from Theme F)
  - AND**
  - ✓ **At least 3 journal articles** from ⇒ **H1 to H20** [seminar articles]
- 6) **Topic** → **South Asian Diaspora in Canada**
  - ✓ The **topic for Term Paper** is **same** as the **topic of Seminar presentations**.
  - ✓ The topic [**South Asian Diaspora in Canada**] will be **intensively discussed during seminar presentations**.
  - ✓ All compulsory materials for writing Term Paper (*i.e. journal articles H1 to H20*) will be presented.



### **EVALUATION**

- (i) **ONE - Midterm Test** (*take home / 2 question of equal marks*) = **40%**  
 (ii) **ONE - Seminar Presentation** = **20%**  
 (iii) **ONE - Final Term Paper Essay** (*take home*) = **30 %**  
 (iv) **In-class participation** = **10%** (*class attendance; participation during seminar presentations; interaction in class*)

Dept. of Anthropology (UNB-F) grading scheme⇒

Grade	Marks
A+	95 - 100
A	90 - 94
A-	86 – 89
B+	81 – 85
B	75 – 80
B-	70 – 74
C+	65 – 69
C	60 – 64
D	50 – 59
F	0 - 49

### (i) **MIDTERM TEST** → INSTRUCTIONS

- 1) Please **carefully go through these instructions.**
  - ✓ Your answers will be evaluated based on the criteria laid out in this syllabus.
  - ✓ Please update yourself with future instructions
- 2) This is a **take home** test.
- 3) Student have to **answer TWO questions** → I will provide the questions on ⇒ **23<sup>rd</sup> February 2014**
- 4) The **LAST DATE** of submitting **BOTH** answers → **14<sup>th</sup> March 2014**
- 5) Students must **hand over their answers to me (in class)**
  - ✓ I will NOT accept answers sent through email.
- 6) **Answer specifications** →
  - ✓ Length ⇒ **7 to 9 pages** ⇒ **EACH ANSWER**
  - ✓ Each answer should be **at least 7 pages** – & – **NOT more than 9 pages** ⇒ **excluding** the cover page & reference pages.
  - ✓ The answers should be **typed & printed** on a 'letter-sized' paper [*you may print on both sides of the paper*]
  - ✓ There must be 1 inch margin on all sides.
  - ✓ The font should be 'Times New Roman' of size 12 & the text should be double-spaced.
  - ✓ Answer booklet should be stapled at the top / left-hand corner.
  - ✓ **BOTH answers** should be stapled TOGETHER (*i.e. one booklet / NOT two*).

- 7) The **cover page** must have →
  - ✓ Headline ⇒ 'Midterm Test'
  - ✓ Name, number and term of the course
  - ✓ Full name of the student
  - ✓ Student ID number
  - ✓ Full signature of the student.
- 8) **Compulsory readings** →
  - ✓ For **Question # 1** ⇒ **D4 to D13** (from theme D)
  - ✓ For **Question # 2** ⇒ **E1 to E5** (from Theme E)
- 9) Students can use other applicable readings as long as they are from legitimate academic sources.
  - ✓ I encourage using other reading materials ⇒ such as those that are available in the UNB library system [or any other 'legitimate' source] as well as those discussed in class lectures.
  - ✓ However, **you have to use** the above-mentioned **compulsory readings**.
  - ✓ Please keep in mind that you have to answer the questions **WITHIN the context** of the compulsory **readings**.
  - ✓ I will **NOT accept** 'non-academic' sources such as 'Wikipedia' or 'blogs'.
  - ✓ Please keep in mind that my **class lecture notes** are for the purpose of understanding & comprehension. As much as possible, please avoid using them as reference materials for your essays / answers.
- 10) The answers must have →
  - ✓ an 'introduction'
  - ✓ a 'body' (containing all the core argument/s & 'analyses')
  - ✓ 'conclusion/s'.
- 11) Please feel free to add sections or subsections in your answer that you deem necessary.
  - ✓ You may also 'arrange' or 'format' your answer in your own unique way, provided that by and large it conforms to the criteria laid out in this outline.
  - ✓ I will appreciate innovative and thought-provoking takes on the topic/s.
- 12) Please see to it that your answer is written as '**one whole**' and **NOT** as multiple 'disconnected' sections.
- 13) Your answer must be **predominantly qualitative** in nature.
  - ✓ Please focus more on analytical argumentation.
- 14) Please **DO NOT attempt to 'fit'** every bit of information from the readings into your answers.
  - ✓ In your answers, you may briefly summarize of all the readings.
  - ✓ However, on the whole ⇒ **please select themes from the readings** and write as much as can be feasibly analyzed within the page limitation.
  - ✓ Please bear in mind that I will appreciate the '**quality of arguments**' – and – **NOT** the '**quantity of arguments**'.
- 15) Please bear in mind that there is a vast difference between ⇒ '**being critical**' - & - '**being prejudiced**' [or racist / ethnocentric].
  - ✓ Please **DO NOT curtail your criticality** by mistaking it for 'prejudice' [or racism or ethnocentrism].
  - ✓ As I always convey in my lectures, in anthropology, all cultures are open to critique [be it your own or of others].
- 16) Please see to it that you '**interpret**' the readings in your **own language**.
  - ✓ Please take care that your essay does not **literally** replicate the reading materials.
- 17) Students are advised to familiarize themselves with the university regulations concerning **plagiarism**.
  - ✓ Please note that the University has very strict policies on plagiarism.
  - ✓ Please use **proper citation** procedures and writing styles (e.g.: **APA, ASA, Chicago, MLA, etc**) to write your answers / essay.

- ✓ Please consult UNB library for information on citing resources⇒ <http://www.lib.unb.ca/research/citing.php>
  - ✓ Use of readings without proper citation will result in deduction of points.
  - 18) All readings which you will use for the essay (the ones referred by me along with the ones you add) must be included in the reference list.
    - ✓ Please use proper procedures to write the reference page.
    - ✓ Please consult the UNB library system for more information on how to write references in essays.
  - 19) I am **not opposed** to students forming groups to do their tasks.
    - ✓ However, please see to it that your answers remain unique as well as distinct and do not become almost identical to each other. That will result in deduction of marks.
  - 20) **Please feel free to contact me if you have any query / concern.**
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(ii) **SEMINAR PRESENTATION** → INSTRUCTIONS

- 1) Please thoroughly go through these instructions.
  - ✓ Your presentation will be evaluated based on the criteria given here.
  - ✓ Please update yourself with instructions given in future.
- 2) The list of articles is given later in this syllabus.
- 3) The presentation will be 'traditional' in character (i.e. **VERBAL / spoken**).
  - ✓ Presenters **CANNOT use visual aids** (e.g. *Over Head Projection*).
- 4) **Allotted time** → each presenter will have exactly **15 minutes** to speak.
  - ✓ They **must speak** for a **minimum of 10 minutes** - & - they **cannot exceed 15 minutes**.
  - ✓ I will alert the presenter at the 10<sup>th</sup> & at the 12<sup>th</sup> minute.
  - ✓ I would be forced to stop the presentation if it exceeds 15 minutes.
- 5) After presenting, the presenter will have **05 minutes** for a question-answer session with the audience.
  - ✓ After concluding the presentation, the presenter must ask the audience to question him/her.
  - ✓ The presenter must encourage the audience to question to him/her.
  - ✓ **After the audience's questions** ⇒ the presenter must pose question/s to the audience.
  - ✓ The presenter must prepare beforehand at least TWO questions to ask to the audience.
  - ✓ It will be the presenter's task to draw out responses from the audience.
  - ✓ The presenter is responsible for facilitating a discussion [question-answer session] amongst the audience (i.e. **other students**). This is a part of the presenter's evaluation.
- 6) Please practice to speak within the given time limit.
  - ✓ Points will be deducted if the allotted time is significantly overshoot.
  - ✓ There will be other speakers after you who have to present within class hours. If you do not speak within the allotted time, the subsequent speakers will not have enough time to talk.
- 7) Please time your presentation while practicing.
  - ✓ I strongly suggest that you prepare by 'mock' presenting before someone /audience & keeping track of the time.
- 8) The **presentation must have** →
  - ✓ a brief introduction [*explaining objectives of the article; the social location; historical period; aims of the author/s; methodology; etc*]
  - ✓ a 'body' comprising of the core argument(s) and other essential points [*i.e. central thesis, logic, description of the social phenomena, highlighted problem/s; etc*]
  - ✓ conclusion

- 9) Please focus on the core argument(s) of the article.
  - ✓ Details such as numerical data can be skipped (*unless you are trying to make a point through them*).
  - ✓ You may also skip sections such as 'sample selection' [*unless it is extremely important for explaining the article*].
  - ✓ You may skip the author/s' background as well.
- 10) The presenter must highlight **at least ONE aspect for criticizing** – & - **ONE aspect worth praising** from the article.
  - ✓ The points for criticism **should NOT** be 'obvious' aspects [*such as: "I disliked the article since it was too long"*] – OR - for praise [*"I praise the article as it was an easy reading"*]
  - ✓ Your comment on the article must be analytical and insightful. It could be about a flaw or strength in the core argument; or any issue that you are academically/ ideologically opposed to; or any methodological defect.
- 11) If the article is significantly lengthy [*above 25 pages*], then please do not try to 'compress' everything within the allotted time.
  - ✓ Instead ⇒ intelligently select from the main arguments of the article and state whatever can be meaningfully as well as feasibly presented in the allotted time. However, please explain why you have selected those particular arguments [amongst all the arguments].
- 12) I encourage presenters to use theoretical concepts which are discussed in the lectures & readings referred in the course outline. I also support using other relevant readings from UNB library system.
- 13) I also endorse taking a critical and innovative interpretation of the article.
- 14) Please bear in mind that there is a vast difference between ⇒ '**being critical**' - & - '**being prejudiced**' [*or racist / ethnocentric*].
  - ✓ Please **DO NOT curtail your criticality** by mistaking it for 'prejudice' [*or racism or ethnocentrism*].
  - ✓ As I always convey in my lectures, in anthropology, all cultures are open to critique [***be it our own or of others***].
- 15) In your presentation, **please avoid replicating** exactly what the author has said in the article.
  - ✓ Instead, **try to interpret** the content in your **own words / meanings**.
- 16) You do NOT have to memorize your presentation. Please feel free to use a write-up for assisting your presentation.
  - ✓ **However**, please see to it that you **do NOT** end up entirely **reading out** your presentation.
  - ✓ The **act of explaining** the article to the audience is a crucial component of presenting.
- 17) There are **points** for → **style of presentation** + **audience engagement** + **eye contact** + **clarity of speaking** + **preciseness of expression** + **timing**.
- 18) **Peer group learning** ⇒ Articles [H1 to H20] are also compulsory readings for Final Term paper.
  - ✓ Therefore, the more exhaustively presenters discuss these articles in class, the better you will be able to address your Final term paper.
- 19) Students who are not presenting (i.e. **audience**) should read the articles being presented beforehand.
  - ✓ It will help you to understand the presentation properly as well as enable you to ask questions to the presenter.
  - ✓ This is the minimal reward an audience can give to all the hard work of the presenter.
  - ✓ This involvement will also add to your points for '**participation in classes**'-aspect of your final grades.
- 20) Students **presenting for the first time** OR who are doubtful about public-speaking OR who are experiencing any form of apprehension ⇒ **please feel free to meet me**.
  - ✓ ***No points will be deducted for doing so. On the other hand, in case of an unsatisfactory performance, I will not consider the above reasons as a justification.***
- 21) **If you have any query / concern** ⇒ **please feel free to meet me**.

(iii) **TERM PAPER → INSTRUCTIONS**

- 1) Please **thoroughly go through these instructions**.
  - ✓ Your **essay** will be evaluated based on the criteria laid out in this outline.
  - ✓ Please **update yourself** with future instructions
- 2) Each student will submit **ONE Final Term Paper - essay**.
- 3) The **LAST DATE** of submission → **16<sup>th</sup> April 2014**
- 4) You must drop your term paper in my mail box (labeled 'Das') at the administrative office of the **Department of Anthropology**, University of New Brunswick [Room 28: Annex C Building, 13 MacAulay Lane; Fredericton, NB Canada E3B 5A3; **Phone**: 453-4975].
  - ✓ Please drop your term papers **ONLY during regular office hours** of the university - otherwise you will not be able to access the mail box since the office will be closed.
  - ✓ **I will NOT consider** Term Papers which are dropped anywhere else apart from the designated spot.
- 5) If you are out of station ⇒ you can send your term paper via postal service or courier at the above-given address (Department of Anthropology). [*Once you send them, please inform me through email*].
- 6) **I will NOT accept term papers sent through email.**
- 7) **Term Paper essay specifications →**
  - ✓ Length ⇒ **12 to 15 pages**
  - ✓ The essay should be **at least 12 pages** – & – **NOT more than 15 pages** ⇒ excluding the cover page & reference pages.
  - ✓ The essay should be typed on a 'letter-sized' paper
  - ✓ There must be 1 inch margin on all sides.
  - ✓ The font should be 'Times New Roman' of size 12.
  - ✓ The text should be double-spaced.
  - ✓ The essay should be printed & stapled at the top / left-hand corner [*you may print on both sides of the paper*]
- 8) The **cover page** must have →
  - ✓ headline: 'Final Term Paper Essay'
  - ✓ Name, number and term of the course
  - ✓ Full name of the student
  - ✓ Student ID number
  - ✓ Full signature of the student.
- 9) **Compulsory readings →**
  - ✓ **F1 to F8** (from Theme F)
  - ✓ **At least 3 journal articles** from ⇒ **H1 to H20 [seminar articles]**
- 10) Students can use other applicable readings as long as they are from legitimate academic sources.
  - ✓ I encourage using other reading materials ⇒ such as those that are available in the UNB library system [or any other 'legitimate' source] as well as those discussed in class lectures.
  - ✓ However, **you have to use** the above-mentioned **compulsory readings**.
  - ✓ Please keep in mind that you have to answer the questions **WITHIN the context** of the compulsory **readings**.
  - ✓ I will **NOT accept** 'non-academic' sources such as 'Wikipedia' or 'blogs'.
  - ✓ Please keep in mind that my **class lecture notes** are for the purpose of understanding & comprehension. As much as possible, please avoid using them as reference materials for your essays / answers.

- 11) The **topic of the Final Term Paper** → (*using the above-given compulsory readings*) please write an **essay on** ⇒ **South Asian Diaspora in Canada**
  - ✓ Your essay must have a **comprehensive discussion** about the following → the social lives of Canadians of South Asian origins [i.e. *population; geographical distribution; history; economic status; political status; professions; social status; social character; cultural practices; religious practices; contributions [negative & positive] to Canadian society; degree of assimilation within Canadian society; conflicts and contestations; identity issues; contrasts & paradoxes; community identity & individual identity; etc.*]
  - ✓ You must also **focus on** [*one or more*] of the following **specific subject** → *gender issues; private domain; youth culture; seniors; marital concerns; cultural adjustment; lifestyle patterns; entertainment culture; intergenerational problems; etc.*
- 12) Please **keep in mind** that you have to examine the above given questions/themes **WITHIN the context** of your selected & compulsory **readings**.
- 13) Please feel free to **add other questions** along with the aforesaid questions / themes.
  - ✓ I will appreciate if you introduce other critical queries and attempt to answer them in the essay.
  - ✓ I will appreciate **innovative and thought-provoking takes** on the topic/s.
  - ✓ **But you MUST address the above-given issues**
- 14) The **essay must have** →
  - ✓ an 'introduction'
  - ✓ a 'body' (containing all the core argument/s & 'analyses')
  - ✓ 'conclusion/s' & 'criticism/s'.
- 15) Please feel free to add sections or subsections that you deem necessary in your essay.
  - ✓ You may also 'arrange' or 'format' your article in your own unique way, provided that by and large it conforms to the criteria laid out in this outline.
- 16) Please see to it that your essay is written as **'one whole'** and **NOT** as multiple 'disconnected' sections.
- 17) Please **judiciously choose** the **journal articles** ⇒ so that they **relate to each other** as well as to the subject/s you will be explaining in your essay.
- 18) Please **DO NOT attempt to 'fit'** every bit of information from the readings into your essay.
  - ✓ In your essay, you may briefly summarize of all the readings.
  - ✓ **However**, on the whole ⇒ **please select themes from the readings** and write as much as can be feasibly analyzed within the page limitation.
  - ✓ Please bear in mind that I will appreciate the '**quality of arguments**' – and – NOT the '**quantity of arguments**'.
- 19) Your essay must be **predominantly qualitative** in nature.
  - ✓ Please avoid any long statistical table or charts.
  - ✓ Please focus more on **analytical argumentation**.
- 20) Please bear in mind that there is a **vast difference** between ⇒ '**being critical**' - & - '**being prejudiced**' [*or racist or ethnocentric*].
  - ✓ Please **DO NOT curtail your criticality** by mistaking it for 'prejudice' [*or racism or ethnocentrism*].
  - ✓ As I always convey in my lectures, in anthropology, all cultures are open to critique [*be it your own or of others*].
- 21) Please see to it that you '**interpret**' the **readings** in your own language.
  - ✓ Please take care that your essay does not **literally** replicate the reading materials.

- 22) Students are advised to familiarize themselves with the university regulations concerning **plagiarism**.
    - ✓ Please note that the University has very strict policies on plagiarism.
    - ✓ Please use **proper citation** procedures and writing styles (*e.g.: APA, ASA, Chicago, MLA, etc*) to write your answers / essay.
    - ✓ Please consult UNB library for information on citing resources⇒ <http://www.lib.unb.ca/research/citing.php>
    - ✓ Use of readings without proper citation will result in deduction of points.
  - 23) All readings which you will use for the essay (the ones referred by me along with the ones you add) must be included in the **reference list**.
    - ✓ Please use proper procedures to write the reference page.
    - ✓ Please consult the UNB library system for more information on how to write references in essays.
  - 24) I am **not opposed** to students forming groups to do their tasks. I am also **not opposed** to presenters (who have presented the articles) helping other students.
    - ✓ However, please see to it that your essays remain **unique** as well as distinct and do not become almost identical to each other. That will result in deduction of marks.
  - 25) **Please feel free to contact me if you have any query / concern.**
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(iv) **PARTICIPATION** → **INSTRUCTIONS**

- 1) **Participation in class** is an extremely important part of the course.
    - ✓ I would like the course to be **interactive rather than instructional**. For this goal, everyone's critical involvement is vital.
  - 2) Please **feel free to ask me any question**, clarify any doubt or discuss anything that pertains to this course.
    - ✓ Please remember ⇒ **there are NO 'stupid questions'** in social sciences.
    - ✓ Please remember there is **NO - 'one correct-answer'** - in social sciences. There can be **multiple correct answers**.
  - 3) Please make yourself thoroughly familiar with the study materials.
  - 4) Participation is also crucial in the discussions after students' seminar presentations.
    - ✓ Please read the articles which will be presented and ask as many questions as you can.
  - 5) **Please feel free to contact me if you have any query or concern. Please do not hesitate.**
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**List of articles for Seminar Presentation (Theme H)**

#	Title	Author/s	Journal
H 1	Acculturative Stress and Identity Crisis: South Asians in Canadian Academe	Edith Samuel	A.J.S.S. 33:2 (268–294)
H 2	Marriage, Money and Gender : A Case Study of the Migrant Indian Community in Canada	Ranjana Sheel	Indian Journal of Gender Studies 2005 12: 335
H 3	Mating, Dating and Marriage: Intergenerational Cultural Retention and the Construction of Diasporic Identities among South Asian Immigrants in Canada	Lina Samuel	Journal of Intercultural Studies, 31: 1, 95 — 110
H 4	Mobile Modernities: A South Asian family negotiates immigration, gender and class in Canada	MARGARET WALTON-ROBERTS & GERALDINE PRATT	Gender, Place and Culture Vol. 12, No. 2, pp. 173–195, June 2005
H 5	WOMEN ACTIVISTS IN INDIAN DIASPORA: MAKING INTERVENTIONS AND CHALLENGING IMPEDIMENTS	Neelu Kang	SOUTH ASIA RESEARCH; Vol. 26(2): 145–164
H 6	Religion and Ethnicity among Sri Lankan Tamil Youth in Ontario	AMARNATH AMARASINGAM	CES Vol 40 Issue 02-2008
H 7	Travelling tales and migratory meanings: South Asian migrant women talk of place, health and healing	Isabel Dyck	Social & Cultural Geography, Vol. 7, No. 1, February 2006
H 8	Discourses of “Democratic Racism” in the Talk of South Asian Canadian Women	REBECCA L. MALHI AND SUSAN D. BOON	CES Vol 39 Issue 03 text: June 2008 issue
H 9	Leisure, Place, and Diversity: The Experiences of Ethnic Minority Youth	Pedlar, Alison; Tirone, Susan	Canadian Ethnic Studies; 2005; 37, 2
H 10	Two-Lives, One Partner: Indo-Canadian Youth between Love and Arranged Marriages	Nancy S. Netting	Journal of Comparative Family Studies



H 11	Experiences of South Asian Brides Entering Canada After Recent Changes to Family Sponsorship Policies	Noorfarah Merali	Violence Against Women 2009 15: 321
H 12	Mental Distress and the Coping Strategies of Elderly Indian Immigrant Women	MANJU P. ACHARYA; HERBERT C.NORTHCOTT	Transcultural Psychiatry 2007 44: 614
H 13	Between Convergence and Divergence: Reformatting Language Purism in the Montreal Tamil Diasporas	Sonia Neela Das	Journal of Linguistic Anthropology, Vol. 18, Issue 1, pp. 1–23; 2008
H 14	Ethnic Cultural retention and transmission among first generation Hindu Asian Indians in a Canadian Prairie city	Vanaja Dhruvarajan	Journal of Comparative Family studies; Volume XXIV No1. (Spring 1993)
H 15	Connecting masculinities and physical activity among senior South Asian Canadian immigrant men	J.L. Oliffe, S. Grewal, J.L. Bottorff , T.G. Hislop, M.J. Phillips, J. Dhesia and H.B.K. Kanga	Critical Public Health; Vol. 19, Nos. 3–4, September–December 2009, 383–397
H 16	Challenging the 'official' story of 9/11: Community narratives and conspiracy theories	Uzma Jamil and Cécile Rousseau	Ethnicities (2011) 11: 245
H 17	Aid, conflict and migration: the Canada-Sri Lanka connection.	JENNIFER HYNDMAN	The Canadian Geographer / Le Ge'ographe canadien 47, no 3 (2003) 251–268
H 18	The Construction of a Segmented Hybrid Identity Among One-and-a-Half-Generation and Second-Generation Indo-Caribbean and African Caribbean Canadians	Dwaine Plaza	IDENTITY: AN INTERNATIONAL JOURNAL OF THEORY AND RESEARCH, 6(3), 207–229; 2006
H 19	PAKISTANI SKILLED/EDUCATED IMMIGRANT WOMEN IN CANADA: AN EXPLORATORY STUDY	Habiba Zaman	Pakistan Journal of Women's Studies: Alam-e-Niswan; Vol. 17, No. 2, 2010, pp.1-23.
H 20	Does Spatial Concentration Always Mean a Lack of Integration? Exploring Ethnic Concentration and Integration in Toronto	Robert Murdie & Sutama Ghosh	Journal of Ethnic and Migration Studies, 36:2, 293-311; 2010

H 21	A Masala Identity: Young South Asian Muslims in the US	Aminah Mohammad-Arif	2000: Comparative Studies of South Asia, Africa and the Middle East, Vol. XX Nos. 1&2
H 22	'Where are you really from?': Representation, identity and power in the fieldwork experiences of a South Asian diasporic.	MARSHA GISELLE HENRY	Qualitative Research 2003 3: 229
H 23	Ethnicity, Gender, and Marital Violence: South Asian Women's Organizations in the United States	Margaret Abraham	Gender and Society, Vol. 9, No. 4 (Aug., 1995), pp. 450-468
H 24	Gender and ethnic identity among second generation Indo-Caribbeans.	Natasha Warikoo	Ethnic and Racial Studies, 28:5, 803-831; 2005
H 25	Cosmopolitan belonging and diaspora: second-generation British Muslim women travelling to South Asia	Fazila Bhimji	Citizenship Studies, 12:4, 413-427; 2008