

ASST-021-01
Intermediate Hindi
Fall 2018
Mondays: 9:30AM-12PM

C. Christine Fair, Ph.D.

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About Me: A Content Warning

I completed my PhD in the Department of South Asian Languages and Civilization—which is formally in the humanities—and an MA from the Harris School of Public Policy, also at the University of Chicago. I completed my dissertation on the 19th Century Punjabi historical novels of Bhai Vir Singh and how the novels' narratives advanced Sikh separatist demands nearly a century later.

I suffered about ten years in total over two stints with the RAND Corporation and another four years at the United States Institute of Peace before being fortunate enough to join the faculty at Georgetown. (You can read more at my website: christinefair.net.) I have spent the vast majority of my adulthood studying various issues within the domains of political and military affairs of South Asia, particularly in the countries of Afghanistan, Pakistan, India, Bangladesh and Sri Lanka. My own research is mixed methods in that I draw upon qualitative and quantitative data.

As a warning, I have a ribald sense of humor and my pedagogy reflects this. If you want to see what you are getting into before signing up for my course, you can peruse videos at my Youtube channel: <https://www.youtube.com/user/TheChristinefair>. You can also peruse some of the quotidian nonsense that a woman in this business has to endure by gandering at the comments! (Trigger warning: some of them are not nice at all.)

This is my first time teaching Hindi. I have been asked by the School of Foreign Service to teach this semester while the university awaits the arrival of our permanent Hindi instructor.

About this Course: Background

Depending upon whose data you doubt less, Hindi is the second or third most commonly spoken language in the world today, with more than 600 million users spread across the globe. Only Mandarin has a clear lead. When one includes Urdu, which in its spoken form is nearly identical to Hindi, the number of speakers expands to nearly 800 million persons. You will find that you can use Hindi/Urdu in Afghanistan, Iran, several Arab countries, Bangladesh, Nepal among other

places due to the influence of Hindi films. I have even used Hindi to negotiate water gear in Belize of all places.

Moreover, Hindi's literary tradition originates in the 11th century, encompasses a diverse modern literature and is the principle language employed in the world's largest film industry ("Bollywood"). Per the Official Languages Act (1963), it is one of two official languages for government documents. (The other is English.)

Objectives and Outcomes

Pedagogically, intermediate Hindi focuses upon grammar. During this course, we will consolidate previous acquisition of Hindi and build upon it to enable students to:

- Study more advanced sentence structures
- Develop more complex vocabulary
- Formulate conversation on quotidian, professional and abstract scenarios in daily life with the explicit goal of being able to spend time in South Asia for professional objectives
- Develop listening skills
- Read Hindi prose such as short stories, film scripts, contemporary news articles.

By the end this semester, students should have a working vocabulary of about 1,500 words and phrases, adequate grasp of more sophisticated grammatical constructions to enable them to conduct conversations on relatively complex topics germane to their professional goals and interests. Students will also be able to read and write extended passages for a variety of purposes.

Email Etiquette

This is not the only course I teach, you are not my only students and teaching is not my only obligation. I receive about 100 emails each day. Please expect that it will take one full business day to respond to you. If you email me between Friday evening and Monday morning, expect that I will get back to you by late Monday or Tuesday morning. Also, please do not address your emails to me using my first name. If this guidance strikes you as odd, let me provide you some reading on this issue:

Neumann, J. "Why are female doctors introduced by first name while men are called 'Doctor'?" *Washington Post*, June 24, 2017. https://www.washingtonpost.com/national/health-science/why-are-female-doctors-introduced-by-first-name-while-men-are-called-doctor/2017/06/23/b790ddf2-4572-11e7-a196-a1bb629f64cb_story.html?utm_term=.80da3c2b82ba.

Files, J. A., Mayer, A. P., Ko, M. G., Friedrich, P., Jenkins, M., Bryan, M. J., ... & Duston, T, "Speaker Introductions at Internal Medicine Grand Rounds: Forms of Address Reveal Gender Bias," *Journal Of Women's Health*, 26(5)(2017): 413-419.

Langin, K. "Male Scientists Are Far More Likely to Be Referred To By Their Last Names, Impacting Status And Awards," *Science*, June 25, 2018.

<http://www.sciencemag.org/news/2018/06/male-scientists-are-far-more-likely-be-referred-their-last-names-impacting-status-and>.

Policy on Computers, Phones and Social Media

It is expressly forbidden to film or record these lectures. Students who do so will be asked to leave the class and you will receive no credit for attending the class. I will also report this to SSP leadership. It is also forbidden to post quotes or photos to other social or other media attributable to me, this class or your classmates. This is to ensure that we all can have a safe environment to engage the literature and the intellectual objectives of this course. There will be no exceptions.

Assessing Learning

To assess students' progress in meeting this course's learning objectives students will undertake a continuous translation effort from the classic Hindi Film, *Sholay*. (The film, the background and exercises are available in Canvas.) In addition, there will be several brief "pop quizzes" throughout the semester that I will administer during the class at a time of my choosing. I address each of these below in turn.

Quizzes: There will be episodic quizzes on vocabulary items and previous grammatical lessons.

Translations. Each week, students will prepare working translations of segments from the film *Sholay*, these are available in Canvas.

Final essay. The essay for this course will be a take-home translation effort. The student will write an essay on contemporary caste in India based upon the film *Masaan*, which we will watch in the final class. The student will translate into professional English an article of my choosing from a contemporary news site.

Policy on Lateness and Missed Quizzes:

- There will be no "make up" quizzes absent a valid excuse (religious observance or a physician's note to document illness)
- Late translations will be penalized by one full letter grade for each 24-hour period of lateness. Thus an "A" paper that is late by 24 hours or fewer will receive a B. If it is 26 hours late, it will receive a C. It is always best to hand in your product on time to avoid lateness penalties.
- Exams that are submitted late will receive a failing grade. Because glitches do happen: save your confirmation email that you in fact e-mailed me your exam. Include yourself on the CC line as evidence. The onus of providing evidence of timely submission is upon you. Note that for grading purposes, exams must be uploaded to Blackboard. Do that before emailing me a backup copy.

Class Participation and Commentary: Students are expected to participate actively in class discussions. Class participation includes completing assigned readings, attending all classes (unless a student is ill, has a religious obligation, or has some other emergency), and contributing to class discussion.

I strongly encourage students to take notes on the readings to facilitate recall during our class discussions.

Class participation is not a part of your formal grade; however, it will play a factor in determining borderline grades. For example, if a student's grade is a B+ but is very close to an A- and the student was an effective partner in classroom discussions and demonstrated that s/he had a

competent mastery of the reading, I will give her/him an A-. If s/he was not a participant in class discussions and/or evidenced little understanding of the assigned readings, she/he will get the B+.

Final Course Grades

You will receive grades commensurate with the quality of the work irrespective of the performance of others in the class. (That is: materials for this course are not graded on a curve.) For sample of criteria of grades, please see Appendix A. Below I indicate how I weight the items for your final grade.

30%: Average Quiz Score

30%: Average grade for *Sholay* translations

40%: Final paper

Policy on Grade Disputes: I make every effort to be fair. Ultimately, grading of products for this course may be subjective on occasion. If you believe that I was unfair in my assessment, you **must** request a reconsideration of your grade within **48 hours of receiving your grade**. However, be aware that while I may have mistakenly assessed your paper downward by overlooking some critical virtue(s), I may also have missed serious flaws upon first review and unfairly assessed it upward. *My re-grade of your paper will reflect the results of this complete review of your exam, be it positive, negative, or neutral. Make your case wisely.* You have the option of appealing this grade by emailing the director of SSP (Professor Kier Lieber). He will form an appeal board. The board's grade is final.

Policy on missed classes: Students may not miss more than two classes and pass this course. Please plan vacation and work schedules accordingly. I take attendance weekly. If you are ill or will miss a class due to religious observance, please let me know in advance of class. If possible, I would like students to at least call in during these absences. **A call-in does not mitigate the fact that you missed the class. If you are absent on a day on which I give a quiz, you will receive zero points. I will not give a quiz on a day of religious observation if I know in advance.**

Academic Honesty

Please be certain that you understand Georgetown's policy and procedures regarding academic honesty. It is available here: <https://honorcouncil.georgetown.edu/system/policies>.

For additional guidance please read "What is plagiarism?"

(<https://honorcouncil.georgetown.edu/whatisplagiarism>) and "Plagiarism checklist"

(<https://honorcouncil.georgetown.edu/https%3A/honorcouncil.georgetown.edu/faculty/plagiarism-checklist>).

Notes

Note on physical or learning disabilities. If you have a documented physical or learning disability, I will make appropriate accommodations. Please contact me so that we can discuss these arrangements.

Religious obligations: If you anticipate any conflicts between this schedule and your religious obligations, please inform me so that we can make alternate arrangements.

Plan for Class Continuity During University Closures

The Washington D.C. metropolitan area can experience severe weather. In some cases, the University will close the campus. Given that our classes meet once a week and given your varied schedules, it is nearly impossible to reschedule a cancelled class. ***For these reasons, classes will NOT be cancelled when the university is closed.***

The preferred method for making up classes will be “Zoom,” via Canvas. Please make sure that you have installed this application.

However, sometimes we have internet outages. I will communicate with the class via email how we will conduct the missed class. IF you have no internet access, please use your phone to call, text or email me at 202-46-9295.

For this reason, I have arranged for a conference call. Details are below:

Conference Dial-in Number: (515)603-3171

Host Access Code: 288542*

Participant Access Code: 288542#

University Policy on Equal Opportunity and Non-Discrimination in Education

Georgetown University's Center for Securities Studies (CSS) and the Security Studies Program supports the University's commitment to diversity. The University has a policy on Equal Opportunity and Non-Discrimination in Education. Additionally, the University considers acts of hate and bias unacceptable and antithetical to its commitment to an inclusive and respectful community.

Students who have concerns about treatment that they have experienced are encouraged to discuss these concerns with the director of SSP. You may also reach out to the representative of the Office of Institutional Diversity, Equity & Affirmative Action (IDEAA).

Students wishing to pursue a formal complaint of discrimination in a non-academic matter may do so through IDEAA: (<http://ideaa.georgetown.edu>). Additionally, students may report concerns of hate and bias at <http://biasreporting.georgetown.edu/>. A member of the Hate & Bias team will discuss your concerns with you.

Required Texts

Usha Jain, *Introduction to Hindi Grammar* (Berkeley: Institute for South Asia Studies at U.C. Berkeley, 1995). *On Canvas.

Usha Jain, *Advanced Hindi Grammar* (Berkeley: Institute for South Asia Studies at U.C. Berkeley, 2007). *On Canvas.

Rupert Snell and Simon Weightman, *Complete Hindi* (London: Hachette UK, 2016). FOR PURCHASE. (Available used on Amazon.)

R.S. McGregor, *Oxford Hindi-English Dictionary* (Oxford: Oxford University Press, 1993). FOR PURCHASE. (Available on Amazon.)

S.K. Verma, *Oxford English-Hindi Dictionary* (Oxford: Oxford University Press, 2003).). FOR PURCHASE. (Available used on Amazon.)

Sholay (1975). IMDB: <https://www.imdb.com/title/tt0073707/>. Available on Canvas.

Course Outline

Class 1 (Wed. Aug. 29): Review Usha Jain's Basic Hindi

Please come to class with either a soft copy or a print out of this text (see Canvas). We will review the grammar in Jain to identify potential lacunae in basic grammar before proceeding further. Please bring Snell and Weightman to class as well. For grammar issues that I identify, we will dilate further upon them using Snell and Weightman.

Assignment 1 Due by 5 pm, September 4: Read and translate the first dialogue assignments for *Sholay*. Prepare to discuss on Class 2.

Assignment 2: Due by 5 pm, September 9. Read and translate *Sholay* dialogue part 2. Prepare to discuss on Class 2.

Class 2 (Mon. Sept. 10):

Grammar lessons:

1. Oblique Infinitive + देने Constructions
2. Imperfective participles
3. Perfective participles

In-class drills with grammar lessons from Usha Jain and Snell.

Sholay; Review translations 1,2. View the film with those dialogue parts.

Assignment 3: Due by 5 pm, September 16. Read and translate *Sholay* dialogue parts 3,4. Prepare to discuss on Class 3.

Class 3 (Mon. Sept. 17):

Grammar lessons:

1. Multiple subjects
2. Expressing continuity with रहना, जाना, and आना

In-class drills with grammar lessons from Usha Jain and Snell.

Sholay; Review translations 3,4. View the film with those dialogue parts.

Assignment 4: Due by 5 pm, September 23. Read and translate *Sholay* dialogue part 5. Prepare to discuss on Class 4.

Class 4 (Mon. Sept. 24)

Grammar lessons:

1. Postpositions
2. Compound Verbal Formations, Part 1 (with जाना, लेना, देना)

In-class drills with grammar lessons from Usha Jain and Snell.

Sholay; Review translation part 5. View the film with those dialogue parts.

Assignment 5: Due by 5 pm, September 30. Read and translate *Sholay* dialogue parts 6, 7. Prepare to discuss on Class 5.

Class 5 (Mon. Oct. 1):

Grammar lessons:

1. Adverbs
2. Participial Constructions, Part 1

In-class drills with grammar lessons from Usha Jain and Snell.

Sholay; Review translations for 6,7. View the film with those dialogue parts.

Assignment 6: Due by 5 pm, October 14. Read and translate *Sholay* dialogue part 8. Prepare to discuss on Class 6.

No Class on Oct. 8 (Columbus Day)

Class 6 (Mon. Oct. 15):

Grammar lessons:

1. Verb Stem + पाना
2. The conjunctive participles

In-class drills with grammar lessons from Usha Jain and Snell.

Sholay; Review translation for part 8. View the film with those dialogue parts.

Assignment 7: Due by 5 pm, October 21. Read and translate *Sholay* dialogue part 9,10. Prepare to discuss on Class 7.

Class 7 (Mon. Oct. 22):

Grammar lessons:

1. Participial construction, part 2
2. The Iterative Construction

In-class drills with grammar lessons from Usha Jain and Snell.

Sholay; Review translation for parts 9, 10. View the film with those dialogue parts.

Assignment 8: Due by 5 pm, October 28. Read and translate *Sholay* dialogue parts 11,12. Prepare to discuss on Class 8.

Class 8 (Mon. Oct. 29):

Grammar lessons:

1. The passive voice
2. Reflexive forms

In-class drills with grammar lessons from Usha Jain and Snell.

Sholay; Review translation for parts 11, 12. View the film with those dialogue parts.

Assignment 9: Due by 5 pm, Nov. 4. Read and translate *Sholay* dialogue part 13. Prepare to discuss on Class 9.

Class 9 (Mon. Nov. 5):

Grammar lessons:

1. Compound verbal formations, part 2 (with डालना, पड़ना, उठना, बैठना, रखना)
2. Conjunctions
3. Causative verbs

In-class drills with grammar lessons from Usha Jain and Snell.

Sholay; Review translation for part 13. View the film with those dialogue parts.

Assignment 10: Due by 5 pm, Nov. 11. Read and translate *Sholay* dialogue parts 14, 15. Prepare to discuss on Class 10.

Class 10 (Mon. Nov. 12)

Grammar:

1. Subjunctives
2. Conditional sentences

In-class drills with grammar lessons from Usha Jain and Snell.

Sholay; Review translation for parts 14, 15. View the film with those dialogue parts.

Assignment 11: Due by 5 pm, Nov. 18. Read and translate *Sholay* dialogue parts 16, 17. Prepare to discuss on Class 11.

Class 11 (Mon. Nov. 19):

Grammar:

1. The adverb कहीं
2. The verb लगना

In-class drills with grammar lessons from Usha Jain and Snell.

Sholay; Review translation for parts 14, 15. View the film with those dialogue parts.

Assignment 12: Due by 5 pm, Nov. 25. Read and translate *Sholay* dialogue parts 18. Prepare to discuss on Class 11.

Class 12 (Mon. Nov. 26):

Grammar:

1. Interjections
2. Pairing Words
3. Affixes

In-class drills with grammar lessons from Usha Jain and Snell.

Sholay; Review translation for parts 14, 15. View the film with those dialogue parts.

Class 13 (Mon. Dec. 3): In class viewing of the film, *Masaan*, which will be the subject of your final paper for this course.

Class 14 (Mon. Dec. 10): No formal class. Work on final essay.

Final Essay Due at 5 pm on December 15.

Appendix A: Sample Explanation of Grading Criteria

Grade	GPA	100 pt.	Description
A	4.0	93-100	Brilliant commendably clear.
A-	3.67	90-92	Excellent work.
B+	3.33	87-89	Very good.
B	3.0	83-86	Good.
B-	2.67	80-82	Satisfactory.
C+	2.33	77-79	Average.
C	2.0	73-76	Below average.
F	0.0	0-72	Totally unsatisfactory.

