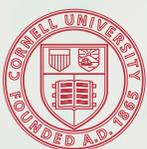


SOUTH ASIA

PROGRAM



Cornell University

2017
BULLETIN

From the Director

By Anne M. Blackburn



As I write these lines on a warm summer day, Cornellians are anticipating the inauguration of Cornell's next President, Professor Martha E. Pollack. The South Asia Program wishes Professor Pollack a felicitous and successful presidency.

The 2016-2017 academic year was one of the South Asia Program's most active years in recent memory, marked by a vigorous seminar series (see p. 15), multiple arts events (see p.13-15), and two major conferences (see p. 9-11). I congratulate the Program staff on their many successes during the first year of Daniel Bass' tenure as Manager and the first months of Valerie Foster Githinji's work as Administrative Assistant (see p. 2). The South Asia Program Advisory Committee has been active in helping to set new goals and priorities for the Program. We are all grateful to the SAP Advisory Committee members for their dedication and creativity: Anindita Banerjee, Bronwen Bledsoe, Iftikhar Dadi, Durba Ghosh, Dan Gold, Sital Kalantry, Karim-Aly Kassam, Neema Kudva, and Prabhu Pingali. It gives me particular pleasure to see talented

representation from diverse colleges as well, as the Cornell Law School, on the Advisory Committee.

On the cover you find the compelling work of artist Tulku Jamyang, featured in our recent Nepal and Himalayan Studies Conference (p. 9). Tulku Jamyang tells us that the work "Disperse" – a random scattering of the Tibetan alphabet – is intended to remind viewers that the language is at risk, no longer central in education, and lacking adequate institutional support. We have paired Tulku Jamyang's warning about dispersal and loss with the theme of this year's Bulletin, "Foundations," to underscore both the power and the fragility of language and area studies.

In the pages that follow, you find vivid signs of the vitality of the Cornell South Asia Program and South Asia Studies at Cornell. Our students, faculty, and visiting colleagues develop powerful pedagogical experiences and undertake creative research with wide-ranging impacts. They work in multiple media and across disciplines to refine our understanding of how people associated with South Asia are participating in, and reflecting upon, global processes. South Asia Program faculty and staff are foundational to these efforts. We create an environment on campus where the study of historical and contemporary South

Asia is the priority, and where teachers, students, artists, and research scholars refine one another's understanding of topics and research problems associated with the region. We advocate for, raise funds for, and help to organize the study of South Asian languages, recognizing that language learning provides a critical foundation for study and research. Language study makes it possible for undergraduate and graduate students to participate in South Asia Studies with more effectiveness and greater subtlety. Some students study their first South Asian language at Cornell, while others add their second, third, or fourth, enhancing linguistic skills gained through family life and earlier studies in South Asia and its global diaspora.

The intellectual energies of our faculty and students are extremely strong. Thanks to them the Program is vital, with an expanding array of public events and outreach activities, plus new ways of connecting artists and intellectuals at Cornell with their counterparts across South Asia and the South Asian diaspora. Our expanding number of visitors from South Asia through programs – such as the Fulbright Mid-Career Professional Development Fellowships, the Fulbright-Nehru Academic and Professional Excellence Fellowships, and the Cornell South Asian Studies Fellowships – testifies to

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Cover Image:
TULKU JAMYANG
Tibetan, born Nepal, 1977
Disperse, 2015
Gouache on paper, overlaid with rice paper perforated by burning with incense 33 3/8 x 32 in.
Acquired through the George and Mary Rockwell Fund 2016.012
Photography courtesy of the Herbert F. Johnson Museum of Art
Courtesy of the artist

Design:
Scarlet Duba

the visibility of Cornell's South Asia Program around the world (see p. 28).

Yet, as Tulku Jamyang reminds us, it is all too easy for even celebrated foundations to crack, for critical resources to disperse to the point of uselessness. Therefore, we must not rest on our laurels, but strive to preserve and expand the foundational strength of South Asia Studies at Cornell.

Recent faculty retirements – including Professors Shelley Feldman, Ron Herring, David Holmberg, Mary Katzenstein, Kathryn March, Mukul Majumdar, and Mike Walter – have removed talented teachers and graduate student supervisors from our ranks, hitting the social sciences particularly hard. The South Asia Program will work closely with Cornell's colleges, departments, and programs to secure faculty hires connected to teaching and research on South Asia. The diminished pace of faculty hires at Cornell makes this more difficult, but the South Asia Program will do all possible to support innovative and interdisciplinary faculty hires across the University.

As noted in last year's Bulletin, Cornell's new budget model, linking the funding of Cornell's individual colleges in substantial part to student enrollments, puts considerable pressure on less commonly taught languages of South Asia. Budget-conscious administrators have begun to see lower-enrolling language courses as a liability. Threats to language faculty salaries concern us deeply because the South Asian language curriculum is foundational to undergraduate and graduate student pedagogy at Cornell. We argue that smaller classrooms do not indicate languages' low value. Rather, we emphasize that without breadth and excellence in South Asian

languages we cannot recruit and retain the most talented graduate students and faculty, nor meet our responsibilities to Cornell's undergraduates who are ever more global in their perspectives and ambitions.

During the past academic year, the South Asia Program has worked hard to approach budgetary threats to South Asian languages from several angles: emphasizing to Cornell's higher administration the critical importance of less commonly taught languages for Cornell's research and teaching missions and prestige, developing innovative teaching strategies to maximize language course enrollments, and seeking external donor funding for Cornell's most vulnerable languages. We have made considerable progress on all fronts, but the 2017-2018 academic year remains a vulnerable period for Cornell's South Asian language program. We welcome donor support of Cornell's South Asia Program and, especially, our language programs (see p. 29).

Federal funding uncertainties compound the threats to our South Asian languages as well as precious fellowships supporting graduate students at Cornell, since cutting the federal Department of Education Title VI budget, which support area studies at universities around the country through National Resource Center grants and Foreign Language and Area Studies (FLAS) Fellowships, is a major target of the Trump Administration's 2018 budget. At the Cornell South Asia Program, a long-time National Resource Center and FLAS Fellowship grant recipient, we are lobbying hard with our consortium partners at the Syracuse South Asia Center to save Title VI funding. As part of those efforts, we spent time on Capitol Hill this past

March with representatives from other National Resource Centers and FLAS Fellowships recipients, meeting with our Senators and Congressional Representatives. It was a delight to receive a warm and responsive welcome from the office of Congressman Tom Reed, as well as the offices of Senator Chuck Schumer and Senator Kristen Gillibrand.

It is always easy to dwell on concerns about the future, but we must not lose sight of the many powerfully positive signs on the South Asia Program's horizon. Thanks to the Director of the Mario Einaudi Center for International Studies, Prof. Hirokazu Miyazaki, the South Asia Program's connections to Cornell's Alumni Affairs and Developments office have been reinvigorated. The South Asia Program has articulated an ambitious development plan. South Asia Program faculty continue to develop new opportunities related to South Asia for their undergraduate and graduate students, including innovative courses offered on Cornell's campus and engaged learning and research opportunities across South Asia. The South Asia Program is working closely with Cornell Abroad to sustain and expand our existing off-campus programs in Nepal and India. Our new South Asian Studies Fellowships Program (see p.22) deepens connections with colleagues across the South Asian region; we are delighted to welcome Fellows from Afghanistan, India, Pakistan, and Sri Lanka during the forthcoming academic year. Lastly, the Cornell Library now houses the Bombay Poets Archive, which we celebrate with the Bombay Poets Symposium this September (see p.21).

A bright future lies ahead for South Asia Studies at Cornell—if we ensure that our foundations are secure.



We are pleased to introduce Valerie Foster Githinji, who joined the South Asia Program as our new Administrative Assistant in March 2017. Valerie has a broad background in international education, having taught in Ithaca Public Schools, BOCES, and Ithaca College for the past four years. Before that, she served as the International Outreach and Global Studies Coordinator at Hocking College in Ohio for two years. Valerie earned her B.A. in Anthropology from St. Lawrence University with concentrations in languages and Africa, an M. A. in Cultural Anthropology from Michigan State University with concentrations in African Studies and Kiswahili, and a Ph.D. in Anthropology & International Development Studies, from Wageningen University in the Netherlands, with research on poverty, climate variability, food and nutrition security, HIV/AIDS, and gendered vulnerability in Tanzania. Her dissertation was entitled, *Everyday Social Dynamics and Cultural*

Drivers of Women's Experiences with HIV/AIDS: Voices from Buhaya, Tanzania. We are pleased that Valerie has decided to cross the Indian Ocean from her previous interest in East Africa, to join the South Asia Program, where, in a few short months, she has already displayed great resourcefulness and dedication.



Colombo skyline (Photo by Nethra Samarawickrema)

A Global Leader in Sri Lanka Studies

By Anne M. Blackburn

While Cornell understandably prides itself on its many exceptional qualities, one unique feature of the university often overlooked is that we are the only institution outside of Sri Lanka to offer a full curriculum for the study of Sinhala, one of Sri Lanka’s three official languages. Moreover, Cornellians have the opportunity to study Tamil (another of Sri Lanka’s official languages) plus Sanskrit and Pali, languages central to the island’s rich literary and ritual histories. This emphasis on the languages of Sri Lanka has ensured a solid foundation for Cornell’s ongoing scholarship and applied research at the global heart of Sri Lanka Studies.

The multi-disciplinarity of Sri Lanka Studies at Cornell is striking. Students – from Sri Lanka and the United States, as well as many other countries – have developed research expertise and dynamic careers across a wide range of fields. At Cornell, Sri Lanka is connected to language pedagogy, applied linguistics, politics, architecture, agricultural economics, irrigation management and rice-cropping, history, anthropology, religious studies, labor relations, and the history of art. This

rich inter-disciplinarity owes something to Cornell’s distinctive character, uniting the ethos of a land-grant college engaged in applied science with that of a university committed to research in the liberal arts.

Already in the early years of Sri Lanka Studies at Cornell, there was plenty of activity on both the “Arts Quad” and the “Ag Quad.” In the College of Arts and Sciences, professors in Cornell’s Department of Modern Languages and Linguistics – Gordon Fairbanks and Jim Gair – charted new territory in South Asian linguistics, resulting in foundational publications on the grammar and syntax of Sinhala, Tamil, and other South Asian languages. W.S. Karunatilleke, formerly a graduate student in Linguistics at Cornell, and then Professor of Linguistics at Sri Lanka’s University of Kelaniya, gained international renown as a scholar of Sinhala, Tamil, Sanskrit, and Pali. During the Gair-Karunatilleke era, Cornell became the global leader in teaching Sinhala as a foreign language, offering academic year courses as well as summer intensive Sinhala study, until Cornell transferred the latter to the new national

consortium, the South Asia Summer Language Institute, in the early 2000s. Under Jim Gair's leadership, the South Asia Program published a series of Sinhala textbooks, providing instructional materials for both colloquial and literary Sinhala to generations of scholars.

Meanwhile, during the same period, researchers in the University's College of Agriculture and Life Sciences developed new directions for the practice of agronomy and water management in rural South Asia, shaped by commitments to area studies expertise and interests in linking the study of politics with the field of applied agriculture. A multi-disciplinary Rural Development Committee headed by Norman Uphoff (Government) and Gil Levine (Agricultural Engineering) undertook research and outreach activities in Sri Lanka as well as other South Asian countries. The Committee assisted the Agrarian Research and Training Institute in Colombo in implementing socio-economic aspects of the Gal Oya irrigation management project in the dry zone of Sri Lanka from 1979 to 1985. Uphoff and Levine, as well as Randy Barker (Agricultural Economics) and E. Walter Coward (Development Sociology), worked with Cornell students and Sri Lankan colleagues to introduce participatory irrigation management, leading to its confirmation as national policy in 1988. Cornell's connections to Sri Lanka deepened as Uphoff subsequently worked to extend the System of Rice Intensification (SRI), developed in Madagascar, to improve Sri Lankan rice cultivation.

Across campus, as *Beyond the Taj* (a digital collection of architectural photos from South Asia) powerfully attests, Professors Robert MacDougall and Bonnie MacDougall, from Cornell's College of Art, Architecture, and Planning, undertook foundational work on Sri Lankan domestic architecture. Their work charted new territory at the intersection of architecture, geography, and anthropology. Remarkably, Bonnie MacDougall also worked in Sinhala language pedagogy, developing a Sinhala textbook for Foreign Service use, and collaborated closely with Kamini de Abrew, famed instructor to Peace Corps Volunteers in Sri Lanka, as well as the first cohorts of undergraduate students who attended the University of Peradeniya through the Inter-Collegiate Sri Lanka Educational (ISLE) Program.

Another key player in Cornell's Sri Lankan Studies initiatives during this time was Professor Ronald Herring. Though focused primarily on politics and agrarian political economy in India from his base in Cornell's Department of Government, Herring developed valuable comparative work on Sri Lanka. This helped to encourage and support studies of Sri Lanka by Cornell graduate students working in the disciplines of political science and economics. As Acting Director of the Cornell South Asia Program for a stint in the 1990s, and as Director of Cornell's Mario Einaudi Center for International Studies between 1996 and 2002, Herring helped protect Cornell's historical commitments to Sri Lanka Studies at a time of faculty retirements.

The ties between Cornell and Sri Lanka's major universities continue to deepen, thanks to fellowships offered through Sri Lanka's Fulbright Commission, as well as Cornell's South Asian Studies Fellowship Program and Tamil Studies Visiting Scholar Program. Scholars and artists from Sri Lanka and the wider Sri



Rice Paddy terraces in Kandy Hills (Photo by Dennis McGilvray)

Lankan diaspora are involved in the South Asia Program's activities each year, while Cornell scholars working on Sri Lanka, including Bandara Herath, Daniel Bass, and Anne Blackburn, maintain close ties with major Sri Lankan universities and research centers on the island. Cornell lies at the heart of Sri Lanka Studies in North America, sending Sinhala language courses via video-conference to other U.S. universities, and receiving Tamil language classes from Columbia University thanks to a Mellon-funded collaboration. The Cornell South Asia Program remains the leading publisher of textbooks for the study of Sinhala, including new works by Bandara Herath, Liyanage Amarakeerthi, and Theresa McGarry. Thanks to South Asia Curator Bronwen Bledsoe, Cornell maintains the leading national library collection related to Sri Lanka, including books, films, and newspapers in Tamil, Sinhala, English, and other languages.

This coming year the South Asia Program is delighted to feature several key events related to Sri Lanka. Sri Lankan-Canadian author Shyam Selvadurai offers our 2017 Tagore Lecture. Sri Lankan performance artists Ruhanie Perera and Jake Oorloff from Colombo's Floating Space Theatre Company come to Cornell in Fall 2017 as South Asian Studies Fellows. We are also honored to host this year's Sri Lanka Graduate Student Conference in October, following its past success at The New School and Stanford University.

Notes from the Field

By Yagna Nag Chowdhuri



Krishnamurti's Favorite Banyan Tree

I have been drawn to the philosophers I study in my research project for many years. Jiddu Krishnamurti, Ramana Maharshi and Osho continue to capture the imaginations of those who strive for spiritual enlightenment and utopia. I wanted to discover these lives and legacies by visiting schools, ashrams and retreats associated with them. These spaces present revolutionary ways of living as well as belief in the ordinariness of achieving enlightenment. They do so through different pedagogies: intellectually engaging discussions on Jiddu's discourses, communal eating and rituals of silence at Ramana's ashram, and Osho's active meditations.

I began my journey at the Krishnamurti Centre in Chennai, Tamil Nadu. I encountered Krishnamurti first through the audio-visual medium, and was struck by his simplicity, no-nonsense attitude and straightforwardness. While Krishnamurti's legacy has been primarily felt in the field of alternative education, his work is aimed at the creation of a "new mind," a mind that might be truly free. He envisioned true freedom as breaking away from boundaries and memory.

I met many people who had been drawn to Krishnamurti's fiery words and uncompromising attitude. Many felt healed after reading his books and watching videos on YouTube. As I watched these videos with others, I looked around me to notice that they were all transfixed. Most admitted to not fully understanding what he said, but felt transformed by merely listening to his words. To them, his words contained a timeless truth.

The Rishi Valley School (Valley of Sages School) had been Krishnamurti's dream. He had initially desired to establish a university on the lines of those he had seen in America. It was,

however, founded as a residential boarding school near Madanapalle, Krishnamurti's birthplace in southern Andhra Pradesh. I visited the school in the winter and attended the annual meeting of Krishnamurti followers and devotees. Because it is situated in a dry valley in South India, the school has undertaken a large forestation project. This school is especially beautiful, with diverse species of birds and trees.

I walked their grounds with a retired teacher, Mr. Patel, who had spent the last year travelling across various Krishnamurti schools in India. We sat under Krishnamurti's favourite banyan tree and the teacher told me how much Krishnamurti loved going on walks by himself, observing the valley's beauty. Mr. Patel too, stuck to his routine of writing letters to his friends, reading and walking up the hill to meditate. He told me various incidents of magic and spiritual insights he'd had on this hill. He remembered taking school children to observe the sunset from top of the hill in a daily ritual called "Astachal" (sunset on the hill). Krishnamurti had emphasized that children should have a personal relationship to nature. In building that relationship, they would also learn to build relationships with

humanity at large. As I watched the sunset, I recalled one of the videos I had seen of Krishnamurti talking to a group of students during Astachal. He had a unique ability to communicate with children about a range of emotions and especially what it means to "care."

Over the next few months I discovered Krishnamurti's relationship to a newly independent India, his vision of the new mind and his fearless attack on any given definition of freedom and education. He lived in a time of a newly emerging nation and the disillusionments of freedom fighters about what it meant to be really free. Many young people today still grapple with similar questions and are drawn to him. They question the nature of the family, school education, government and the expected role of the individual in all of these.

At the Krishnamurti Foundation headquarters in Chennai, conversations over lunch often ranged from what Krishnamurti liked to wear to how other spiritual philosophers of the time responded to him. A man whose name came up repeatedly was Ramana Maharshi. Ramana had proposed a simple technique of asking oneself the question, "Who am I?" For him, this



The Rishi Valley

technique was sufficient for spiritual enlightenment. I decided to visit the ashram outside Tiruvannamalai, Tamil Nadu, which is mentioned in numerous devotees' memoirs and accounts.

I was struck by the abundance of photographs of Ramana all across the ashram. Ramana was particularly fond of the medium of photography. Interestingly, numerous devotees are drawn to his kind face and eyes as seen in the famous "Mani bust" photograph. I was fortunate to speak with many devotees, who feel a deep connection with this photograph. There is an abundance of photos at the ashram: of the various phases of the ashram being built, of travelers and devotees from all over the world and of ashram festivities. These photos give an insight into the vibrant ashram life and the persona of Ramana.

In contrast to the many stories I have heard from historian friends about the bureaucratic procedures involved in accessing the state archives, the ashram archives are open and easy to access.

The photo archives in particular are meant for devotees. They come and look at any photos of Ramana from different points in his life; standing next to ashram buildings, sitting with his favourite animals or walking up the hill. The archive is ever-expanding, with devotees donating any pictures they have collected over generations. Recently, family members of an amateur photographer from the 1940s donated their collection of ashram photos. The archivist was a

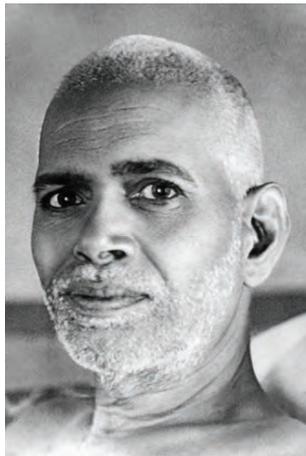
photographer, who had been drawn to Ramana in the 1970s after seeing his photograph at a shop. Later he moved to the ashram and helped build the archive.

The last leg of my fieldwork, near Osho's ashram in Pune, Maharashtra, was perhaps the most challenging as it involved being immersed both intellectually and also bodily. Osho's "active meditations" have made a huge comeback and his books remain immensely

popular within the spiritual literature genre. Many followers see him as the first and only "real modern guru,"

and are attracted to him for his rebellious stance against the "hypocrisy" of Indian society, speaking out against all social taboos. I met Swamiji, one of the publishers of an Osho magazine, who said that he came to Osho's ashram at the age of 14 and was enthralled by the utopia that he encountered there. He remembered that it was a space of great creative forces. People came from all over the world and lived in creativity and ecstasy. As he showed me his collection of old Osho books, magazines and journals, Osho came alive to me. I saw glimpses of the "new man" that Osho had imagined in Swamiji himself.

I spent all my time reading, talking and even dreaming about these figures. I wondered about my own relationship to them. Their followers remember them as "Gurus", "Masters" or "Philosophers". They would state clearly to me that I was doing this research because the time had come and I had "awakened" to the truth of life. I played dual roles, as a scholar and an admirer. I was critical but also open to appreciating the inspiration and hope that these figures stand for. I am excited to think more about this duality and which form of "knowledge" is more valid, why and for whom.



The Famous Mani Bust

NILGIRIS FIELD LEARNING CENTER

The Nilgiris Field Learning Center (NFLC) is a unique partnership that aligns Cornell faculty and students with experts and community members in the Nilgiris, the “blue hills” of southern India. Since it began in 2015, the NFLC learning community has explored nutrition and health, land use, and livelihoods in a region recognized for its biodiversity. Cornell’s Indian partner, the Keystone Foundation, works with indigenous communities in the Nilgiris Biosphere Reserve focusing on livelihoods, conservation, and market-based social enterprise. The vibrant Keystone campus is located in Kotagiri, a hill station in the Western Ghats of Tamil Nadu. NFLC students have developed research skills in a collaborative, field-based environment, as shown in these excerpts from their Spring 2017 weekly blog. >

HUMAN EXPERIENCES

By Bridget Conlon

We are now about halfway through our fieldwork phase, and I’m learning that fieldwork is not only about data collection. Spending time in the field, I have adjusted to a new kind of “normal” that is very different from what I previously thought of as “normal.” When confronted by new ideas and practices, I feel initially uncomfortable, but then I try to engage and adapt, and I find that I can enjoy experiencing the unfamiliar. We were told that fieldwork would be exhausting and uncomfortable, and it’s true. At the end of each fieldwork day after getting back to our temporary residence in Bangalapadigai, my research team and I discuss our extensive notes, we cook delicious dinners (well, they taste delicious because we’re so hungry), we clean the kitchen, and we get ready for bed. Some nights, I’m moderately delirious (one evening, I heard a cow “Moo” and I thought it was an elephant). Fieldwork days bring endless information, and at night, I have little brainpower left for analyzing my experiences. I’m simply undergoing them, processing them, and allowing them to trickle into my memory bank.

During the ride back to the Keystone Foundation yesterday, I began to reflect on the glimpses into people’s lives I had gained in just the past 3 ½ days. I thought of the shy mothers and the confident ones, the dozens of personal questions I had asked them, and the guilt I felt when a mother told us we were taking too much of her precious time. I thought of the way people look at me — a tall white American, the assumptions behind their gazes, and the way I predict their assumptions. I thought of what it means to research Irula (local tribal) women in their twenties while working on a research team with Maga, a young Irula woman who is about to turn twenty. I began to wonder: how is this synergy of Bridget and Maga subtly and not-so-subtly pushing both of us to evolve, giving us new perspectives on our own worlds and the worlds of others, and



At the production center in Bangalapadigai enjoying some ragi before fieldwork.

fueling our curiosities? It’s not all rosy—sometimes we drift into uncomfortable conversations. For instance, we learned from mothers that certain foods affect girl babies differently than they affect boy babies, so mothers are more careful about what they feed to their boy babies. While discussing our interviews, I told Maga my own personal belief that the sex of a baby does not determine how the baby interacts with food. She disagreed with me, and rightly so. My belief blatantly opposed hers—one that has been passed on from grandmother to mother for who-knows-how-long. We have different ways of knowing, and this leads us to two very different sets of interpretations. Our next challenge will be to combine our thinking to find out what all of the information can teach us about infant and young child feeding in the Nilgiris.

During the Jeep ride away from Bangalapadigai yesterday, around the hairpin bends, through the tea plantations, past bougainvillea bushes and under gulmohar trees, narrowly dodging monkeys and cows, past people who stare at me as I stare at them, serenaded by the melodies of Tamil pop at a deafening volume, I began to wonder about the bizarre human experiences behind the hundreds of peer reviewed journal articles I have read in my undergraduate experience. I began to wonder, what *else* did these researchers learn besides what they wrote for *World Development* or the *Journal of Asian and African Studies*? I wonder what they learned *between* the interviews, focus groups, hours of observation, and GPS mapping. I wonder what they learned about themselves as human beings. Now I’m asking myself—what can I learn when I place equal importance on the “findings” that don’t belong in a research paper?

Originally appeared as NFLC Student’s Blog 10

INVASIVE SPECIES IN THE NILGIRIS

By Deepa Saharia

The Keystone Foundation is run from a set of red-orange buildings that cling to the side of a hill, amongst tea plantations and endless shades of green. Walking down the hill, along the road, I have found myself lost again and again in the depth of greenery. When we first arrived here, after spending weeks in a wintry city, I felt thrilled at the sight of purple and orange flowers, towering trees, and wide shrubs along the roads. It was a sweet reminder to me that life is a consistent function of our planet and that the greyest of winters does not prevent growth.

But over the past week, as we have spent more time with the ecologists and experts of the conservation team and explored the landscape of the Nilgiris Biosphere Reserve, I find myself examining the beauty around me. Naming and recognizing the plants around me—the scotch brush, the lantana, the eucalyptus—has reminded me of the history of this country and informed me of the profound challenges that this landscape faces. The *marangal* (trees), *poogal* (flowers), *puthargal* (shrubs) I admired are invasive species. With a more layered lens in hand, I am starting to understand that these plants are also symbols of colonialism, globalization, and suffocation of the Indian “way”.

We saw the eucalyptus plantations sucking up the water of Nilgiris wetlands and lantana consuming the open space of the native forests managed by Keystone in Kotagiri. What I believe to be beautiful greenery meant so much more to the people who have lived here. The impacts of colonialism and misguided federal policies on wildlife and human communities are astonishing. Hearing about the complexities of the landscape which we are trying to understand has furthered my internal confusion, nerves, and reservations about being in Kotagiri. In the deepening of my understanding of the greenery around



Purple and orange lantana flowers line most roads in the Nilgiris.

me, I have begun to reflect back on my own presence here as an “invasive species,” an “outsider” of sorts.

In my lifetime as a student, I have been encouraged to drink in knowledge, to collect information, synthesize it, and use the little bits of what I *know* to influence the world around me and make decisions. I have experienced learning in a privileged way, where my white skin allowed me to fit in with teachers’ expectations and my heritage instilled me with a desire to work hard so that my parents wouldn’t have to. I got to slide through school, with the same aesthetic ease that allows the purple lantana flowers to take over, unnoticed. We are both products of a post-colonial world, and I find my personal story represented in the invasive species of the Nilgiris. I am constantly wondering how much of my learning is overshadowing another species, undermining the words of my *Adivasi* classmates, feeding into the narrative of post-colonial landscapes.

However, the classroom here works differently, and though I am as thirsty as the eucalyptus trees, I find myself trying to share, to connect, and to truly cross boundaries with my peers. We, Cornell students and Keystone students, are here. We are present every moment, learning from each other and our contexts and bringing our full selves into the process of sharing and critically analyzing this world. And despite the conflicts I face within myself, I am grateful to be able to communicate as honestly as translation will permit with people who should be seeking to uproot the influence I have on this landscape.

Originally appeared as NFLC Student’s Blog 03



Detail of Crossing the Pass, Bringing Home the Salt by Tenzin Norbu Gurung (Courtesy of the Herbert F. Johnson Museum of Art)

Nepal & Himalayan Studies

Community Engagement, Knowledge Circulation, and the Future of Scholarship

By Austin Kramer, Sneha Moktan, and Robert Beazley

On April 28-29, 2017 the South Asia Program hosted “Nepal and Himalayan Studies at Cornell: Community Engagement, Knowledge Circulation, and the Future of Scholarship.” This conference assembled an international group of diverse scholars and practitioners to consider the state of Himalayan Studies.

The conference was designed to actively involve the speakers and participants in three overarching goals. First, it provided a focused space to analyze salient contemporary research developments in Nepal and Himalayan Studies. Second, concern over the future survival of Himalayan Studies necessitated urgent synergetic communication to advance strategic initiatives to both safeguard and foster Himalayan Studies in North America and globally. Third, it was a celebration to acknowledge the accomplishments of retiring professors Kathryn March and David Holmberg (Cornell Anthropology) as well as the achievements of Shambhu Oja (Nepali Senior Lecturer) and Banu Oja (Cornell Nepal Study Program).

On the first day of the conference, three panels engaged topics related to the many rapid transformations currently underway in the Himalayas. The first panel discussed material transformations, highlighting the link between the landscape and development. Sienna Craig (Dartmouth College) examined these themes in relation to traditional medicine, while Pasang Yangjee Sherpa (New School) explored

how Nepalis experience global warming. David Citrin (University of Washington) continued the conversation with an analysis of global health infrastructures, and Katherine Rankin (University of Toronto) concluded with her study of road-building in the Himalayas.

The second panel examined political and social transformations, and their often unintended results. Amanda Snellinger (University of Washington) began with an examination of youth culture in Nepal, and Cabeiri Robinson (University of Washington) followed with her research on tourism in Azad Kashmir, Pakistan. Mahendra Lawoti (Western Michigan University) looked at the drafting of Nepal’s Constitution, and Philippe Ramirez (Centre National de la Recherche Scientifique, Paris) analyzed blurred lines between ethnic groups in Northeastern India.

The third panel looked at the intersection of identity and mobility in the Himalayas and its diasporas. Mukta Tamang (Tribhuvan University) analyzed Tamang kinship systems, followed by Heather Hindman (University of Texas) on the global Nepali diaspora. Carole McGranahan (University of Colorado) discussed Tibetan refugees in Canada, and Sara Shneiderman (University of British Columbia) concluded with her examination of Nepali concepts of citizenship and migration.

For his keynote at the end of the first day, Michael Hutt (School of Oriental and African Studies, University of London) reflected on one of the

central themes of the conference: the significance of Area Studies in academia today. Acknowledging that Area Studies should no longer just be based on the significance of particular geographic locations alone, Hutt cited examples of his research in Nepal to show how empirical research in Area Studies can inform larger theoretical discussions on issues such as nationalism and identity. Hutt emphasized the importance of in-depth knowledge of an area or society being accompanied by excellence in a particular discipline in relation to that region.

On the second day, the conference featured two roundtable discussions, each with two sessions. The first roundtable examined the current state of institutions and programs for the study of the Himalayan Region. Chaired by Mark Turin (University of British Columbia), these sessions surveyed the ways in which Himalayan studies programs have found support and resources by reaching across regional, disciplinary, and institutional lines, even as they continue to manage the familiar challenges of finding funding, facing skeptical administrators, and decreasing enrollment.

Discussants during the first session were Ashok Gurung (New School), Carole McGranahan (University of Colorado), Philippe Ramirez (Centre National de la Recherche Scientifique), Bronwen Bledsoe (Cornell Library), and Michael Hutt (School of Oriental and African Studies, University of London).

The roundtable's second session featured Heather Hindman (University of Texas-Austin), Dili Ram Upreti (Tribhuvan University), David Citrin (University of Washington), Toby Volkman (Luce Foundation), and Shambhu Oja (Cornell University). David Holmberg (Cornell University) gave concluding remarks emphasizing the importance of collaboration between institutions, and the role that exchange programs play in creating those collaborations.

The second roundtable focused on partnerships, collaboration, and reciprocity between institutions, scholars, and communities in the field of Himalayan Studies. Mukta Tamang (Tribhuvan University) introduced the afternoon roundtable by emphasizing the importance of ethics and reciprocity in collaboration. The first session focused mainly on student exchanges, study abroad, and service-learning programs, which have faced a number of administrative and financial challenges of late. Despite this, these types of programs are universally agreed to be beneficial to both students and the community, especially the Cornell Nepal Study Program, which has had a profound impact on many scholars, both western and Nepali. Discussants included Marina Markot (Cornell Abroad), Kristen Grace (Cornell Abroad), Laya Upreti (Tribhuvan University), Ken Bauer (Dartmouth College), Dambar Chemjong (Cornell University), and James Lassoie (Cornell University).



Suryaman Tamang presenting a plaque from the Nepali Prime Minister to David Holmberg & Kathryn March (Photo by Austin Kramer)

In the second session, the focus was on individual and scholarly collaborations, and the importance of meaningful reciprocity in partnerships with Himalayan scholars and communities. The second session participants included Katherine Rankin (University of Toronto), Bandita Sijapati (Social Science Baha, Kathmandu), Banu Oja (Cornell Nepal Study Program), and Austin Lord (Cornell



Conference attendees outside the Kahin Center (Photo by Austin Kramer)

University). Katherine March (Cornell University) made concluding remarks on the importance of engagement and mutual conversation.

For the second day's keynote, Bandita Sijapati (Social Science Baha, Kathmandu) spoke of how Nepali scholars are responding to the shifting landscape of social science research in Nepal, which is made complex and challenging due to changing donor mandates, inflexible state policies, and resource constraints. Within this context, Sijapati highlighted the increasing demand for applied research and the opportunities for using social research to achieve policy impact. Sijapati also expressed the need to build Nepali scholarship, and how scholars like Professors Kathryn March and David Holmberg have and should continue to play a role in nurturing such scholarship. Remarking on Sijapati's keynote, Mark Turin (University of British Columbia) stated that scholars of the global north had much to learn from academic entrepreneurs like her on how to agilely navigate through the changing landscape of scholarship, and not just produce scholarship, but also work that has policy relevance.

Social science research in Nepal and the Himalayas is an ever-expanding field, but for it to flourish, gain greater depth, and secure institutional support, it must overcome many hurdles. While past seasoned Nepal scholars have set high standards, young researchers

face a continuing need for training to reach those standards. At Cornell, David Holmberg, Kathryn March, and Shambhu and Banu Oja over the years have established a firm foundation to train new Himalayan scholars, but its future is uncertain.

Other institutions have established Himalayan Studies programs as well, but it is increasingly challenging to maintain funding. A top priority is the need to build institutional connections and collaborations, as well as to explore consortium arrangements to support and preserve present Himalayan Studies programs at home and abroad and develop future programs.

The survival of already in depth and well-established programs is vital to ensure the viability and longevity of Himalayan Area Studies. This conference initiated an important dialogue concerning these topics, which need to be nurtured and ongoing. It was the first step by an enthusiastic and dedicated group of Himalayan academics, researchers, and practitioners to providing the impetus for this dialogue and mapping out its future course.

The conference was co-sponsored by the Mario Enaudi Center for International Studies, the Office of the Vice-Provost for International Affairs, Cornell Abroad, the Department of Anthropology, and the Association for Nepal and Himalayan Studies.

Around Abhinavagupta:

Aspects of the Intellectual History of Kashmir

By Larry McCrae



On October 24-25, SAP hosted a conference entitled “Around Abhinavagupta: Aspects of the Intellectual History of Kashmir,” co-sponsored by the Mario Einaudi Center for International Studies and the Department of Asian Studies. This conference presented the work of a large and prestigious international group of scholars dealing with a variety of philosophical, literary and religious transformations during the 9th to the 11th centuries, one of the most vibrant regions and creative periods in Indian intellectual history. Speakers focused especially on the works and legacy of the great Śaiva religious teacher Abhinavagupta, one of the most influential literary, cognitive, and ritual theorists in the Sanskrit tradition. The conference featured presentations by eighteen scholars from Germany, Austria, France, Great Britain, Italy, Israel, and the U.S. The papers dealt with a wide range of topics including epistemology, language theory, poetry, aesthetics, dramaturgy, ritual theory, and scriptural hermeneutics. The papers from the conference are in preparation for publication as a book. Hosting such a large and prestigious group of scholars here did much to promote Cornell as a serious center for pre-modern Indian intellectual and religious history, and the published volume to follow will sustain and deepen this impact.

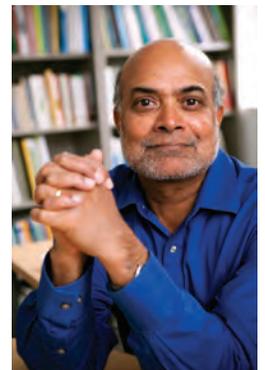
South Asia Development Forum

In Fall 2016, the South Asia Development Forum featured a lecture by Prabhu Pingali, Professor in the Charles H. Dyson School of Applied Economics and Management at Cornell University, with a joint appointment in the Division of Nutritional Sciences, and the founding director of the Tata-Cornell Institute for Agriculture and Nutrition (TCI). Prior to joining Cornell, he was the deputy director of the Agricultural Development Division of the Bill and Melinda Gates Foundation, from 2008 to 2013. On November 16, Prof. Pingali spoke to a packed room on “Promoting a More Nutritious Food System in India: The Role of Smallholder Agriculture.” In this presentation he analyzed recent shifts in food policy and practices in India to focus more on the nutritious quality of food, rather than the sheer quantity of food produced.

In Spring 2017, three visiting Humphrey Fellows affiliated with the College of Agricultural and Life Sciences spoke in the South Asia Development Forum on “Markets, Climate Change and Social Development Across South Asia.” Cornell is one of

15 universities in the U.S. participating in the Hubert H. Humphrey Fellowship Program, which provides a year of professional enrichment in the United States for experienced mid-career professionals from selected countries. On February 16, Humera Qasim Khan, Environmental Compliance Specialist, Chemonics International Inc., USAID Contractor, opened the conversation with a discussion of her work on climate change and the environmental impact of development in Pakistan. Gaytri

Devi, Program Coordinator of Jagori Rural Charitable Trust, spoke next, focusing on the challenges facing sustainable agriculture in Himachal Pradesh, India. Gopalakrishnan Veilumthusamy, Counsellor of the Confederation of Indian Industry, India, concluded the forum with an analysis of the perils and possibilities of development in South Asia.



Prabhu Pingali



Photos by Tripti Poddar

Cornell-Nepal Earthquake Recovery Partnership

By Jennifer Nerby

After the April 2015 Gorkha earthquake in Nepal severely affected her research site of four decades, Kathryn March, Professor of Anthropology, formed the Cornell-Nepal Earthquake Recovery Partnership (CNERP) in November 2015. For two semesters, March led a group of twenty graduate students from the Cornell Institute for Public Affairs (CIPA), and the Department of City and Regional Planning (CRP) to develop community-driven recovery projects with her community partners on Phyukhri Ridge, located in Rasuwa and Nuwakot districts. In collaboration with March's contacts in Nepal, CNERP students conducted research on topics including private housing reconstruction, water and sanitation, education, health, and income generation.

In April 2016, eight community consultants from Phyukhri Ridge came to Ithaca to work with CNERP. The diverse group of consultants included engineers, local elected officials, and members of community women's groups. The consultants toured local schools, health posts, and dairy production sites

in Ithaca and met with Cornell students to discuss CNERP's research on best practices. In May 2016, CNERP organized a two-day workshop to receive feedback on students' research, featuring Arjun Kumar Karki, Nepali Ambassador to the United States; Scott DeLisi, former U. S. Ambassador to Nepal; and Donovan Russell, former Director of Peace Corps Nepal.

In summer 2016, five CNERP students went on internships to Nepal to continue collaboration with donors in Kathmandu, and with community members on Phyukhri Ridge. Upon their return to Cornell, CNERP students decided to refocus the group's efforts on income-generation projects. In Fall 2016, CNERP students continued to work with the community on value-added dairy, coffee, organic vegetable, and handicraft production and marketing. CNERP students met with experts on small business and entrepreneurship to identify best practices for the income generation projects. The next steps for CNERP are to conduct market analyses for the community's income generation projects and submit final proposals to donors.





Debaroti Chakraborty, front, performs in "Root Map," with Alejandra Rodriguez, Rosalie Purvis and Debasish Sen Sharma.

Root Map An international collaboration

By Linda B. Glaser

When you're creating a play about the shared experiences of people encountering borders, 7,837 miles between the collaborators is nothing – at least for Debra Castillo and Anindita Banerjee, Professors in the Department of Comparative Literature, who have been co-teaching the "Bodies at the Border" distance learning class for years.

The solution to having writers and actors on separate continents was simple: hold meetings and rehearsals via Skype. The international collaboration includes academics and artists with diverse cultural heritages across Asia, Africa, Europe, North America, and South America. These efforts were supported by the College of Arts and Sciences and Jadavpur University in Kolkata, India.

The result was "Root Map," an original theatrical collaboration about borders and migration, which had its inaugural performance in January 2017 in Kolkata, followed by performances in March in Ithaca and in El Paso, Texas. The play is an ensemble piece, interweaving stories from different cultures to explore the similarities people experience when encountering borders. The international cast featured actors from Cornell and Kolkata, including Debaroti Chakraborty and Debasish Sen Sharma.

Carolina Osorio Gil, Latina/o Studies engagement coordinator, described the goal of the production as

"playing with and across borders together." The idea, she said, is that borders are arbitrary. "People don't cross borders, borders cross people."

Castillo, Osorio Gil, and others from Cornell traveled to India to perform in January, which was the first time all the collaborators met in person. The Indian performance also featured local actors from the Chaepani theater collective and a soundtrack created by Indian musicians.

While in India, the Cornellians taught a week-long intensive theater workshop at Jadavpur University. "We did several years of curriculum in one week," covering improvisation, masks and other theater elements included in "Root Map," Castillo said. At the end of the week, the students put on a street performance – particularly impressive, Osorio Gil said, because many of the students had chosen to do the workshop to get over debilitating shyness.

Co-sponsors for the Cornell performance included the Latino/a Studies Program, Engaged Cornell, the Society for the Humanities, the Mario Einaudi Center for International Studies, and the South Asia Program.

Originally appeared in *Cornell Chronicle* (February 20, 2017)

Ingirunthu

(Here and Now)

On April 19, about 40 people gathered in Uris Hall for the Ithaca premier of *Ingirunthu* (Here and Now).

This 2013 Tamil-language film was written, produced and directed by Tamil Studies Visiting Scholar Sumathy Sivamohan. Sumathy is Professor of English at the University of Peradeniya, Sri Lanka, as well as an award-winning filmmaker, performer, playwright, poet, translator and academic. *Ingirunthu*, her debut feature film, features non-professional actors telling a story about a community whose voices are seldom heard in Sri Lankan society and politics, let alone in the U.S. In the film, a deaf and mute girl, a struggling mother, and a researcher from Colombo are thrown together on a vibrant tea plantation in Sri Lanka, against the backdrop of escalating social and political violence. The film is a multi-textured narrative about minority Up-country Tamil tea plantation workers who have lived on the margins of Sri Lankan society for generations, since their ancestors' migrated from India in the 19th century. SAP Manager Daniel Bass, who has written extensively about Up-country Tamils, conducted a Q&A session with Sumathy after the film.



Melody, Harmony, Melharmony

By Ravi Patel

On April 27, 2017, the Society for the Promotion of Indian Classical Music and Culture Amongst Youth (SPICMACAY) presented a concert, "Melody, Harmony, Melharmony," co-sponsored by the South Asia Program and Cricket Club-Cornell, featuring world renowned virtuoso Chitravina Ravikiran and the Dolce Ensemble, a string quartet from New Jersey. Ravikiran, a child prodigy, made his formal debut as a vocalist when he was five, but later switched to the chitravina, an exquisite 21-stringed slide instrument.

'Melharmony' is a symphonic intermingling of Indian *Melody* and Western *Harmony*, a concept that brings together chords and harmonies with the melodic progressions found in scale-based systems such as Indian classical music. Ravikiran is the principal creative force behind Melharmony, which has been further developed by Prof. Robert Morris, Professor of Composition at the Eastman School of Music. University of Rochester, who was also in attendance.



The concert at Anabel Taylor auditorium was organized into three parts. It started with Ravikiran's *melodic* performance, accompanied by Vishvak Kumaran on the mridangam, bringing out the essence of Indian classical music, with pieces in Raagas Hamsadhvani, Aahiri and Kaanada. Next, the Dolce Ensemble presented beautiful *harmonic* elements of music, including several Béla Bartók compositions, which synthesized Eastern and Western European traditions, and even one Bollywood number.

The final segment of the concert brought together East and West, melody and harmony, string quartet and chitravina, as all the artistes performed together. They played beautiful *melharmonic* pieces composed by Ravikiran in Raagas Mohanam, Hindolam and Naatai. The evening ended on a delightful high note, following this melharmonic symphony of two distinct and aesthetic styles of music.



Shrine to the Goddess Pattini (Photo by Waruni Anuruddhika)

Photography Exhibitions

Sri Lankan filmmaker and photographer Waruni Anuruddhika spent the spring semester at the South Asia Program on a Fulbright Professional Development Fellowship. While at Cornell, she screened her 2014 film, “Children of Cemetery Dwellers” and displayed her photographs in two gallery shows. The Mario Einaudi Center for International Studies hosted one exhibition, “Pattini; A Photographic Journey through the Ritualistic Worship of Goddess Pattini,” while the other “Look at Me” was at the Willard Straight Gallery. Her film and photographs depict the rituals of Pattini goddess worship and portraits of Tamils who have lived in temporary housing at the public cemetery in Veyangoda, Sri Lanka since the 1950s.

SEMINARS & EVENTS 2016-17

August 30: “Cosmic Correspondences: Astral Piety and Painting at the Mughal Court,” Yael Rice (History of Art and Asian Languages and Civilization, Amherst College)

September 12: “Subaltern Speak: An Indian Soldier’s ‘Travelogue’ of China, 1900-1901,” Anand Yang (History, University of Washington)

September 19: “The Afterlife of Islamic Architecture: Ethics, Ecology, and other Times in the Medieval Ruins of Delhi,” Anand V. Taneja (Religious Studies and Anthropology, Vanderbilt University)

September 23: “The Soloist Performs with an Orchestra of Events,” Rabindranath Tagore Lecture in Modern Indian Literature, Ranjit Hoskote (Poet, Author and Curator)

September 26: “Madness as Auguring Extinction,” Naveeda Khan (Anthropology, Johns Hopkins University)

October 1: “A Sarod Concert,” Amaan Ali Bangash and Ayaan Ali Bangash

October 2: “Strings Attached,” Carnatic Classical concert, Jayanthi and Kumaresh

October 4: “The A to Z of Cornflakes,” Sharmini Pereira (Sri Lanka Archive of Contemporary Art, Architecture and Design)

October 17: “Imagining Otherwise: The (Cyber) Goddess in Chitra Ganesh’s Comic Art,” Natasha Bissonauth (History of Art and Visual Studies, Cornell University)

October 24: “Nehru, India and the Interwar World: An International History of Anti-colonial Nationalism,” Michele Louro (History, Salem State University)

October 25-26: “Around Abhinavagupta: Aspects of the Intellectual History of Kashmir,” Conference

October 31: “Culture and Politics in Pakistan: The Long Shadow of the Cold War,” Saadia Toor (Sociology & Anthropology, College of Staten Island)

November 7: "Realism, Fantasy, and the Representations of Muslims in Contemporary Film *Qawwali*," Nilanjana Bhattacharjya (Barrett Honors College, Arizona State University)

November 14: "The Planned and the Encroached: Modes of Creating, Managing and Resisting Spaces of Nonconformity in the Planned City of Islamabad," Faiza Moatasim (Asian Studies and History, Hamilton College)

November 16: "Promoting a More Nutritious Food System in India: The Role of Smallholder Agriculture" South Asia Development Forum, Prabhu Pingali (Applied Economics and Management, Cornell University)

November 21: "*Madhesi and Adivasi-Janajati*: Movement against the New Constitution of Nepal 2015," Dambar Chemjong (Anthropology, Cornell University)

November 28: "Party Building in the Age of Universal Entitlements: Lessons from India," Thibaud Marcesse (Government, Cornell University)

February 6: "From Revolutionary to Freedom Fighter: The Making of Khudiram as National Hero," Durba Ghosh (History, Cornell University)

February 13: "Development, Democracy, and Technology in Contemporary Pakistan," Shahzeb Khan, Shahnawaz Amin and Syed Wasiq Abbas (Humphrey Fellows, Syracuse University)

February 16: "Markets, Climate Change and Social Development across South Asia," South Asia Development Forum, Gaytri Devi, Humera Qasim Khan and Gopalakrishnan Veilumuthusamy (Humphrey Fellows, Cornell University)

February 23: "Graduate Student Symposium," Natalia diPietrantonio (History of Art, Cornell University), Osama Siddiqui (History, Cornell University), Shoshana Goldstein (City and Regional Planning, Cornell University), Scott Sorrell (Anthropology, Cornell University), and Kasia Paprocki (Development Sociology, Cornell University)

March 2: "Nepal Earthquake Recovery: Progress and Challenges," Bhushan Tuladhar (UN-Habitat) and Shriju Pradhan (National Reconstruction Authority, Government of Nepal)

March 2: "Root Map," theatrical performance, Deborah Castillo (Comparative Literature, Cornell University) and Debasish Sen Sharma (Media Studies, Calcutta University)

March 6: "Space of Pattini Ritual as a Negotiation and Tension of Identity," Waruni Anuruddhika (SAP Fulbright Scholar & Independent Filmmaker and Photographer)

March 13: "Do Financial Incentives Reduce Gender Discrimination? Conditional Cash Transfer Schemes for Girls in India," T. V. Sekher (SAP Fulbright Scholar and International Institute for Population Sciences)

March 20: "Insurgent Comparisons: Early Communism in Late Colonial India," Manu Goswami (History, New York University)

March 22: "Seeing vs. Being Seen: Conversion Beyond Ambedkar, Islam among Non-Brahmins, and the Village of Meenakshipuram," Matthew Baxter (Mahindra Humanities Center, Harvard University)

March 27: "Signs of the Self in Stories in Pre-colonial Bengal: Love, Sex, Marriage, War, and Self-Sacrifice, c. 1650-1750," David Curley (Department of Liberal Studies, Western Washington University)

April 10: "In the Shadow of Feminism: Men's Movements in India Imagine Family, Violence and Action," Srimati Basu (Gender and Women's Studies, University of Kentucky)

April 13: "Architecture of Fear vs. Space of Hope: Between Projected and Practiced Identities," Birkramditya Choudhary (Regional Development, Jawarhalal Nehru University)

April 17: "Reading Between the Lines: Indian Poetry in English and the Challenges of the Archive," Emma Bird (English and Comparative Literary Studies, University of Warwick)

April 19: *Ingirunthu* (Here and Now), film screening and Q&A with director Sumathy Sivamohan (English, University of Peradeniya)

April 24: "Power Cut Comedy and Network Connections in Tamil Nadu, India," Laura Brown (Anthropology, University of Pittsburgh)

April 27: "Melody, Harmony, Melharmony" concert, Chitravina Ravikiran and Dolce Ensemble

April 28-29: "Nepal and Himalayan Studies at Cornell: Community Engagement, Knowledge Circulation, and the Future of Scholarship," Conference

May 1: "Binary Codes: Dancing Dichotomies in Bangalore's Gay Nightlife," Kareem Khubchandani (Drama and Dance, Tufts University)

May 3: "Art as Ethnography: Troubling Narratives," Sumathy Sivamohan (English, University of Peradeniya)

May 10: "Passport to the Future: Why International Education and Languages Matter," Mohamed Abdel-Kader (Former Deputy Assistant Secretary for International & Foreign Language Education, U.S. Department of Education)

Afterschool Language and Culture Program

By Akida Aierken & Brenna Fitzgerald

As a way to expand our outreach efforts to expose K-6 students to a wide array of cultures and languages, the South Asia Program, in collaboration with the other area studies programs at the Mario Einaudi Center for International Studies, initiated the Afterschool Language and Culture Program. Through this program, SAP finds graduate student volunteers to teach foreign languages in local afterschool programs. The six-week long classes focus on teaching students language through engaging cultural activities such as games, crafts, cooking, and dancing.

To support volunteers in their lesson planning, the Einaudi Center's digitized lending library provides educational books, DVDs, and culture kits that include such items as traditional clothes, art, puppets, and textiles of different cultures from around the world. These resources, prepared by experts at Cornell University, are geared for use in K-12 and community college settings and were created to engage both educators and students in developing deeper understandings of foreign cultures and languages.

SAP and other Einaudi Center area studies programs have collaborated with Beverly J. Martin Elementary school (BJM), Greater Ithaca Activities Center, and Cayuga Heights Elementary School, recently offering Burmese, Hindi, and Thai language and culture classes in their afterschool enrichment programs.

"I initially became interested in volunteering for this program because I wanted to increase children's awareness about Indian culture," said Vanisha Sharma, a Cornell

University Master's student in Public Administration. Vanisha offered Hindi language and culture classes to seven K-6 graders at BJM in fall 2016. Vanisha taught kids the basic Hindi alphabet, as well as some commonly used phrases and words. She frequently used the phrases during interactive cultural activities, including Indian food tasting and Hindi song-learning, in order to deepen the children's understanding. By the end of the Hindi classes, students sang "*Hum Honge KaamyabI*," the Hindi version of "We Shall Overcome," to the school staff from India. When talking about students' participation and performance in class, Vanisha said "I was surprised that children are very receptive to new things at such a young age, and they can easily absorb information like a sponge." Vanisha thinks that offering the afterschool language and culture program to elementary schools gives children exposure to cultural diversity, which will ultimately make them more aware and tolerant of differences.

Marie Vitucci, the Beverly J. Martin elementary school enrichment coordinator, has been offering the Cornell Afterschool Language and Culture program at BJM for more than two years. She feels that this type of enrichment program gives children opportunities not possible in the regular elementary school curriculum. "It encourages 2-5 graders at BJM Academic Plus to learn both the culture and language from a variety of countries." In addition, Marie believes that the program has a long-term impact on participants. "Kids will tell me everything they have learned including their names in other languages. The excitement and knowledge they gain is a great way to encourage their interests as they develop into life-long learners." One of the goals of the Afterschool Language and Culture Program is to expose children to languages early in life and encourage them to continue second-language learning when such options are available in middle and high school.



Introducing Brenna Fitzgerald

Brenna Fitzgerald works as Communications and Outreach Coordinator for the Cornell Mario Einaudi Center for International Studies, supporting both the South Asia Program and the Southeast Asia Program. She is a writer, editor, cultural educator, and yoga teacher who has lived, worked, and studied internationally in many countries including the Czech Republic, India, France, and Japan. Brenna holds a B.A. in history, with concentrations in visual studies and Asian studies from Cornell, an M.F.A. in creative nonfiction writing from the University of Arizona, and an M.A. in critical film studies from the University of Southern California. Her writing has been published in *Creative Nonfiction*, *Ars Medica*, *Signs of Life*, *The Ithaca Times*, and an anthology of travel writing called *The Places We've Been: Field Reports from Travelers Under 35*. She is a board member of the Ithaca City of Asylum, a community organization dedicated to providing sanctuary to writers whose works are suppressed, whose lives are threatened, whose cultures are vanishing, or whose languages are endangered. We are delighted to have Brenna bring her considerable talents to support the South Asia Program's outreach efforts.



A panel on refugee students at local community colleges (Photo by Manoly Sisavanh)

Conference focuses on REFUGEE COMMUNITY COLLEGE STUDENTS

By Brenna Fitzgerald and Thamora Fishel

Days after Ithaca received approval to welcome 50 new refugees from eight countries in November 2016, the South Asia Program co-hosted a conference on the campus of Onondaga Community College in Syracuse to address refugees and community college education.

The conference, titled “Internationalization and Inclusion: Refugees in Community Colleges,” was partially funded by the U.S. Department of Education’s National Resource Center (NRC) grants to the South Asia Consortium partnership between SAP and Syracuse University’s South Asia Center, and Cornell’s Southeast Asia Program. In addition to more than five million dollars (over four years) that funds instruction in some of the least commonly taught languages from these two critical regions of the globe, the NRC grants support initiatives that foster internationalization at community colleges and schools of education, as well as the training of K-12 teachers.

The conference aimed to raise awareness of refugees’ experiences and to explore ways in which this awareness can be used to internationalize community college curricula and campus environments. Through a series of panels and workshops, participants explored the potential for internationalizing and enriching the community college experience for all students. The day unfolded with discussions around best practices for initiating administrative

and curricular changes across campuses that foster global learning and encourage cross-cultural understanding.

In addition to informational sessions on the cultural, historical, and refugee experiences of three major recent refugee populations in central New York – the Karen and other ethnic groups from Burma, Nepalis from Bhutan, and Somali-Bantu refugees – concrete models were presented for higher education-refugee collaboration around research and student engagement. A student refugee panel featured three students whose higher education experience began in a community college. Bethany Htoo, now a case worker for the Catholic Family Center, spoke about the isolation she felt as a student at Monroe Community College in Rochester, New York. Muslima Ali, now a student at Utica College, said working as a residence adviser for international students has given her a way to play a positive role at a four-year campus. They said refugee students often fall between the cracks of support systems for international students, first-generation, and minority students – efforts generally linked to support refugees.

A significant portion of the audience was made up of refugee students from Ithaca, Utica, and other parts of the state. These young people, many of whom were tapped to facilitate a structured break-out and brainstorming session, were encouraged and inspired by participating in an event focused



Nepali Man with Drum (Photo by Lynne Brown)

on their communities and concerns. Likewise, the educators and social service providers in attendance reported gaining as much from the networking made possible by the conference as they did from the formal presentations.

“The Cornell Southeast Asia Program and the Cornell-Syracuse South Asia Consortium are delighted to help facilitate these conversations,” said Anne Blackburn, SAP Director. “Our community college partners are very creative in fostering wider global awareness on their campuses. It is especially exciting to see how refugees can become catalysts for the transformation of American education.”

Originally appeared in *Cornell Chronicle* (November 22, 2016)



GLOBAL VOICES in Education

By Brenna Fitzgerald

In fall 2017, the South Asia Program, in collaboration with the Cornell Education minor and the Southeast Asia Program, will launch “Global Voices in Education,” a dynamic series of speakers stimulating conversations on and from international voices in the field of education. Sharing the global perspectives of Cornell faculty engaged in international service learning, Fulbright English Teaching Assistants, cultural educators and human rights advocates, school teachers teaching about global migration, and many others, this series will prepare future teachers to engage students in international issues and to help them become global citizens. This speaker series will offer real-world experiences and practical pedagogies to assist tomorrow’s teachers to engage with students in a globalized classroom.

“Cornell’s South Asia Program is delighted to support the inaugural Global Voices series. This contribution to teacher education is made possible by Title VI funding from the U.S. Department of Education, which supports outreach activities to strengthen the pipeline of K-16 educators ready to work with students in contexts of increasing cultural diversity and international connection,” said Anne Blackburn, SAP Director.

According to Bryan Duff, Director of the Education minor at Cornell, “the Common Core has its heart in the right place: ensuring that all youth can read, write, and reason mathematically at a level needed for success in introductory college courses. But this drive for a common baseline of academic proficiency obscures what I think is an equally important goal of U.S. schools: helping youth learn to peacefully coexist, deliberate with, and—let’s dream for a second—even draw strength from interacting with people who might be very different from them. If you agree that schools should be sites of growth through exposure to diverse people and ideas, then this speaker series is for you.”



2017 TAGORE LECTURE

“Writing Myself into the Diaspora” Shyam Selvadurai

Rabindranath Tagore
Modern Literature Lecture Series
September 8, 2017 4:30 p.m.
Kahin Center, 640 Stewart Ave

Reception to follow

Shyam Selvadurai was born in Colombo, Sri Lanka, in 1965. He came to Canada with his family at the age of nineteen. He has studied creative writing and theatre and has a BFA from York University, as well as an MFA in Creative Writing from the University of British Columbia.

Funny Boy, his first novel, was published to acclaim in 1994 and won the WH Smith/Books in Canada First Novel Award and in the U.S. the Lambda Literary Award. It was also named a Notable Book by the American Library Association, and was translated into eight languages.

His second novel, *Cinnamon Gardens*, was translated into nine languages. It was shortlisted for Canada’s Trillium Award, as well as the Aloa Literary Award in Denmark and the Premio Internazionale Riccardo Bacchelli in Italy.

Shyam is the editor of an anthology, *Story-Wallah: A Celebration of South Asian Fiction*, published in Canada and the US. His novel for young adults, *Swimming in the Monsoon Sea*, was shortlisted for the Governor General’s Award and is the winner of the Lambda Literary Award in the U.S., the Canadian Library Association Book of the Year Award, and Silver Winner in the Young Adult Category of ForeWord Magazine’s Book of the Year Award.

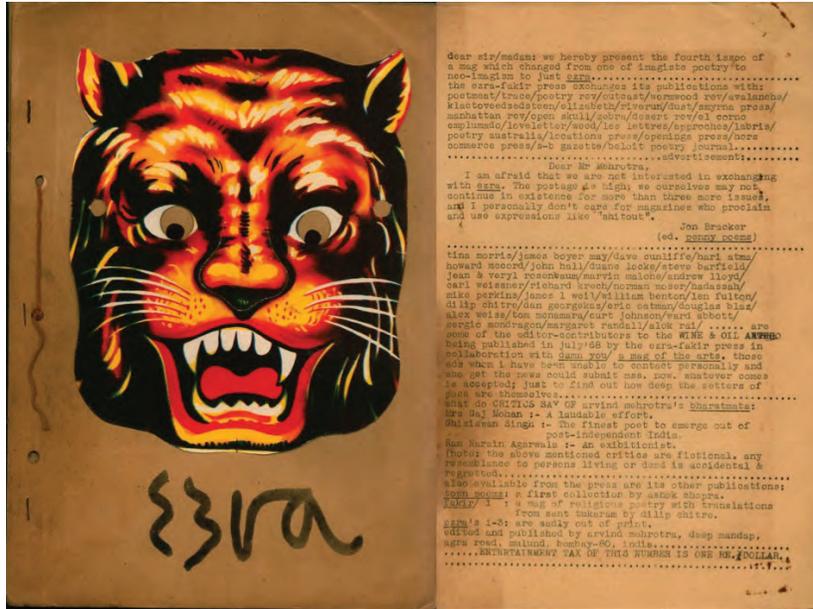
He served as Festival Curator for the Galle Literary Festival for two years. His fourth novel, *The Hungry Ghosts*, published in 2013, was shortlisted for Canada’s prestigious Governor General’s Award for Fiction and longlisted for the DSC South Asia Literature Prize. His latest work is a comprehensive anthology of Sri Lankan literature, *Many Roads through Paradise*.

In this lecture, Shyam Selvadurai reads from his novels *Funny Boy* and *The Hungry Ghosts* and talks about what it means to be a writer working from the hyphen between Sri Lankan and Canadian. This lecture series is made possible by a gift from Cornell Professor Emeritus Narahari Umanath Prabhu and Mrs. Sumi Prabhu.



THE BOMBAY POETS

Archive at Cornell



The Bombay Poets thought of themselves as brothers of the Beat Poets — free, colloquial, iconoclastic — and together they brought literary modernism to Indian poetry in the second half of the 20th century.

Not all were actually from Bombay, but that is where they converged, settled, and celebrated the city’s neighborhoods, eateries, and back lanes. Indian poetry in English had previously been flowery, “full of thee’s, thou’s, and nightingales,” but the Bombay Poets wrote direct and gritty verse, primarily in idiomatic English, Marathi, Gujarati, and Hindi.

In 2015 two eminent figures of Indian poetry in English, Arvind Krishna Mehrotra and Adil Jussawalla, donated their personal papers to the Cornell University Library in a remarkable match of abilities, ambitions, and assets. The poets had been concerned for years about where their literary legacy could endure. No Indian institution appeared to possess both the facilities and the will to preserve the papers for future generations. Archives in South Asia are seldom flourishing affairs, and the Bombay Poets’ youthful penchant for being obstreperous and irreverent might not have helped their case. At Cornell however, the archival enterprise is strong and deeply rooted. The Department of Rare and Manuscript Collections runs a state of the art operation. The South Asia Collection has long had a strong circulating collection, but little by way of archival material. The poets needed facilities and know-how, Cornell needed content, and Ithaca-based academics made the match.

With the recent gifts of Mehrotra and Jussawalla, the Bombay Poets Archive was born. In 2017, the collection is expanding to include the papers of the late Dilip Chitre, bilingual in English and Marathi. Hopefully the papers of Gieve Patel, Bhalchandra Nemade, Arun Kolatkar, and others will follow too. The Bombay Poets Archive includes manuscripts, draft and printed editions, diaries, “little magazines,” correspondence, ephemera, and some audio-visual materials. For preliminary inventories, see the Finding Aids for the Mehrotra and Jussawalla collections.

To celebrate this new archive, the South Asia Program will host a one-day symposium on *Bombay, Poets, and Archives* on September 15, 2017 at the A.D. White House, featuring Arvind Mehrotra and Viju Chitre. Two panels of academic papers will address not only literary topics but other sorts of archives for subjects as varied as Dalits, sex work, and Indian cinema, in the Bombay context. A display on Bombay and its poets runs from September through November in the Kroch Asia Library. These events are co-sponsored by Cornell’s South Asia Collection, the Mario Einaudi Center for International Studies, the Society for the Humanities, as well as Rutgers University.

By some happy coincidence, Mehrotra named a little magazine he began in 1967 *Ezra*. Perhaps the Bombay Poets and Ezra Cornell’s University were fated to meet; we have much to give each other.

2017-18

South Asian Studies Fellowships

We are proud to welcome to campus the inaugural group of South Asian Studies fellows. Each of the following five scholars, researchers and artists will be in residence at Cornell for two months during the 2017-2018 academic year. They will be working with Cornell students and faculty on their research, utilizing Cornell's numerous academic resources, and presenting their work to the Cornell community. SAP will announce details about the 2018 fellowship completion in Fall 2017.

AZIZ SOHAIL Fall 2017

Independent curator and writer, Karachi, Pakistan
Visual & Cultural Production in 1990's Karachi

RUHANIE PERERA AND JAKE OORLOFF Fall 2017

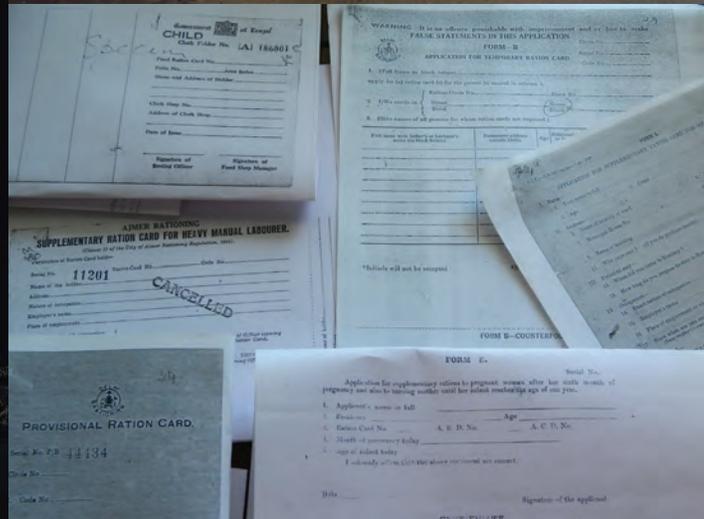
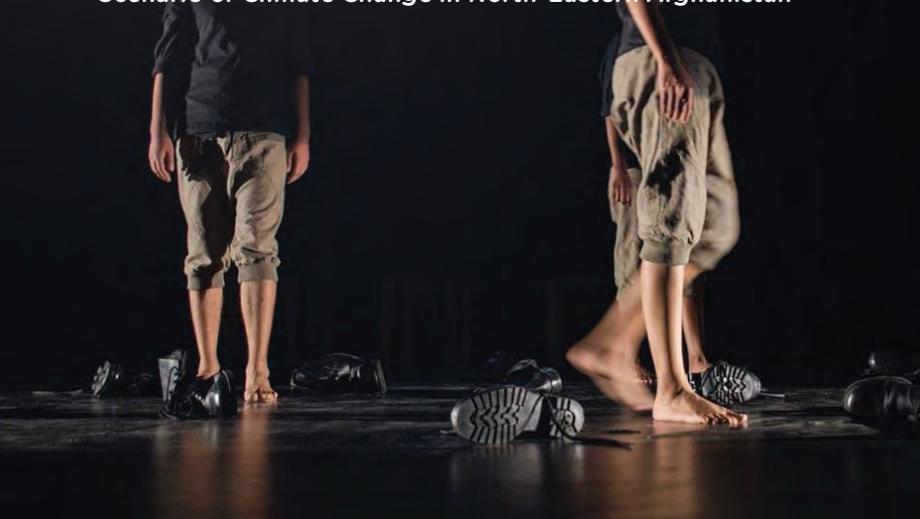
Floating Space theatre company, Colombo, Sri Lanka
Archiving Practice: Reflecting on Floating Space Theatre Company's Performance-Making Approaches and Politics in the Context of the Conflict and Cultural Landscape of Sri Lanka

TARANGINI SRIRAMAN Fall 2017

Assistant Professor, School of Liberal Studies, Azim Premji University, Bangalore, India
Itineraries of Evidence: Refugees and their Displaced Documents of Identity

AZIZ ALI Spring 2018

National Manager, Natural Resources Management, Aga Khan Foundation, Kabul, Afghanistan
Vulnerability and Disaster Risk Assessments in the Emerging Scenario of Climate Change in North-Eastern Afghanistan





James Wells Gair (1927–2016)

James Wells Gair, Professor Emeritus of Linguistics and former Director of the South Asia Program, died at age 88 in December 2016.

After receiving a BA *magna cum laude* (1949), and then an MA (1956) in English from the University of Buffalo, James Gair attained a PhD in Linguistics (1963) from Cornell University and then an honorary Doctor of Letters from the University of Kelaniya in Sri Lanka (1993), where he was awarded the title of “*Sahitya Chakravartin*,” that is, “A Benevolent Emperor of Literature.” Immediately on completing his PhD, James Gair became an assistant professor of

linguistics at Cornell, where he remained until his retirement (2000).

Jim Gair helped to build and sustain the South Asia Program, directing it from 1970 to 1977, initiating our ongoing consortium with Syracuse University. His extensive scholarship steered the program to its continuing commitment to Sri Lankan studies, and its pre-eminent place for Sri Lankan studies in the world, establishing the first and only Sinhala language program in the western hemisphere. He was also a founding member of the Association for Asian Studies, and served on the board of directors for the American Institute for Sri Lankan Studies.

James Gair studied and taught several South Asian languages, with

a special emphasis on Sinhala and Tamil, but also including Hindi, Dhivehi, Malayalam, and Pali. He had a hand in authoring foundational texts in colloquial and literary Sinhala, Buddhist literature in Pali, and colloquial Jaffna Tamil, all of which are still used by language-learners across the globe today.

James Gair’s intensely inquisitive mind led him to voracious reading, passionate hobbies of cooking (he became a master South Asian chef, with a Sri Lankan cookbook underway when he died), culinary herbs, travel, cars, as well as the intense enjoyment of children riding carousels.

Originally appeared in *Cornell Chronicle* (January 17, 2017)



Dipali Sudan (1934–2017)

Dipali Sudan, former Senior Lecturer in Bengali, died at home in June 2017, at the age of 82. An accomplished dancer of Odissi, Manipuri, and Bharat Natyam styles, a passionate teacher of Bengali, and renowned for her dinner parties, Dipali Sudan moved from metropolitan Calcutta in 1959 to Ithaca.

Dipali Sudan was educated at Loreto House and Presidency College, University of Calcutta, where she earned her B.A. and M.A. In 1959 she met her future husband, Ravi, and after a whirlwind courtship and wedding, she

moved to Ithaca where he had taken a position as an assistant professor in the College of Engineering. She later taught at Cornell herself, first in the Dance Department and then, after an injury prevented her from performing, as Senior Lecturer of Bengali.

When she first arrived in Ithaca, she had no idea how to cook (according to her husband). Frankly speaking, she replied, I was trained to be a diplomat’s wife—no cooking involved there. Always one to rise to the occasion, however, she determined to master the mysterious art of American cooking, succeeded beyond her wildest dreams, and proceeded to conquer

myriad cuisines, to which anyone who has ever attended her dinner parties can attest. Always intrepid, she let precisely nothing stand in her way. Never having sailed in her life, she was an avid fan of the Ithaca Yacht Club; never having watched a football game, she was the mainstay of her Cornell football club. She was gracious, talented, and courageous and is deeply mourned by her family.

Originally appeared in *Ithaca Journal* (June 8, 2017)

Durga Dances On

By Brownen Bledsoe



Durga Bor came to Cornell skilled in Indian dance, and her enthusiasm for the arts has enriched the lives of many. Durga retired in 2016 after 22 years at Cornell, serving in multiple roles relating to South Asian affairs, especially the performing arts. Academics, students, school children, and countless others have profited from her energy, expertise, and practical know-how.

The Odissi style of classical Indian dance is Durga's specialty, learned in India, performed and taught by her at Cornell and elsewhere, and adapted in innovative performance projects. One memorable event was her 2011 collaboration with Ithaca College faculty and the novelist Kiran Nagarkar on "There is Only One God and Her Name is Life: Reimagining Kabir." In her classes for the Departments of Theatre and of Athletics here and there she taught Indian dance to students of every sort including, once, a whole college soccer team.

Durga has a rich network of contacts in the Indian music scene, thanks in part to her husband, the Dutch musicologist Joep Bor. She arranged dozens of concerts in her years with the South Asia Program, often working with SPICMACAY and other Cornell student groups. But really, every day was an event for Durga, always on the go as the K-12 outreach coordinator, SAP newsletter editor, and office all-rounder.

In retirement, Durga continues to enjoy a rich family life with musical people. A grandmother since July 2017, she hikes, swims, kayaks, skis, does her dance practice daily, and applies her critical ear to the local music scene. Durga loves to go out and dance, especially to son Dion's band, the Notorious Stringbusters. Durga plans to travel to India, Indonesia, and Australia in the coming year—after Grassroots, of course.

Kennedy endowment funds evolutionary biology lectures

By Kathy Hovis



An endowment bequeathed by Kenneth A. R. Kennedy, professor of physical anthropology at Cornell for 41 years, will fund a lecture series and visiting professorship in human evolutionary biology bearing his name.

Kennedy, known for his field studies of early humans and their predecessors in South Asia, as well as his work with forensic anthropology, died in 2014 at the age of 83.

The Arts and Sciences Departments of Ecology and Evolutionary Biology, Molecular Biology and Genetics, and Anthropology are managing the endowment, which totals more than \$1 million.

Kennedy joined the Cornell faculty in 1964. He taught in the Departments of Anthropology, Asian Studies, and Ecology and Evolutionary Biology. Field studies took Kennedy to India, Pakistan, Sri Lanka, England, California, and Illinois – almost always with his collaborator and wife of 44 years, Margaret.

Originally appeared in *Cornell Chronicle* (July 26, 2016)

SELECTED SAP FACULTY PUBLICATIONS 2016–17

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- Daniel Bass.** "Incomplete Integration: Local Government, Citizenship and Tamil Identity in the Up-country." *Sri Lanka: The Struggle for Peace in the Aftermath of War*, Amarnath Amarasingam and Daniel Bass, eds. London: Hurst, 2016, 129-146.
- Amarnath Amarasingam and **Daniel Bass**, eds. *Sri Lanka: The Struggle for Peace in the Aftermath of War*. London: Hurst, 2016.
- Alaka M. Basu.** "Zika, Sex and Reproductive Health." *Economic and Political Weekly* 51, no. 9 (2016): 93-94.
- Arnab Basu**, Nancy Chau, Gary Fields, and **Ravi Kanbur.** *Job Creation in a Multi-Sector Labor Market Model for Developing Economies*. Discussion Paper No. 11386. London: Centre for Economic Policy Research, 2016.
- Arnab Basu** and Nancy Chau. *New Developments in the Economics of International Labor Standards*. Singapore: World Scientific, 2017.
- Kaushik Basu.** "The Economics and Law of Sovereign Debt and Risk Sharing: Some Lessons from the Eurozone Crisis." *Review of Law & Economics* 12, no. 3 (2016): 495-506.
- Kaushik Basu.** "Globalization of Labor Markets and the Growth Prospects of Nations." *Journal of Policy Modeling* 38, no. 4 (2016): 656-669.
- Kaushik Basu** and Joseph E. Stiglitz, eds. *Inequality and Growth: Patterns and Policy. Volume I: Concepts and Analysis*. New York: Palgrave Macmillan, 2016.
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- Anne M. Blackburn.** "Buddhist Technologies of Statecraft and Millennial Moments." *History and Theory* 56, no. 1 (2017): 71-79.
- Daniel Boucher.** "Gāndhāri and the Early Chinese Buddhist Translations: Reconsidering an Old Hypothesis in Light of New Finds." *Cross-Cultural Transmission of Buddhist Texts: Theories and Practices of Translation*, Dorji Wangchuk, ed. Hamburg: Department of Indian and Tibetan Studies, Universität Hamburg, 2016, 25-50.
- Daniel Boucher.** "Translation." *The Oxford Handbook of Classical Chinese Literature (1000 BCE-900 CE)*. Wiebke Denecke, Wai-yei Li, and Xiaofei Tian, eds. New York: Oxford University Press, 2017, 494-509.
- Julia L Finkelstein**, A. V. Kurpad, T. Thomas, K. Srinivasan, and C. Duggan. "Vitamin B12 Status in Pregnant Women and their Infants in South India." *European Journal of Clinical Nutrition*. April 12 (2017).
- Julia L. Finkelstein**, J. D. Haas, and **Saurabh Mehta.** "Iron-Biofortified Staple Food Crops for Improving Iron Status: A Review of the Current Evidence." *Current Opinion in Biotechnology* 44 (2017): 138-145.
- L. M. De-Regil, **Julia L. Finkelstein**, I. Saeterdal, D. Gaitán, and J. P. Peña-Rosas. "Fortification of Wheat and Maize Flour with Folic Acid for Population Health Outcomes." *Cochrane Database of Systematic Reviews* 4 (2016): CD012150.
- Durba Ghosh.** "Gandhi and the Terrorists: Revolutionary Challenges from Bengal and Engagements with Non-Violent Political Protest." *South Asia: Journal of South Asian Studies* 39, no. 3 (2016): 560-576.
- Durba Ghosh.** *Gentlemanly Terrorists: Political Violence and the Colonial State in India, 1919-1947*. Cambridge: Cambridge University Press, 2017.
- Ronald Herring** and Robert Paarlberg. "The Political Economy of Biotechnology." *Annual Review of Resource Economics* 8 (2016): 397-416.
- Sital Kalantry.** *Women's Human Rights and Migration: Sex-Selective Abortion Laws in the United States and India*. Philadelphia: University of Pennsylvania Press, 2017.
- Ravi Kanbur** and Lucas Ronconi. *Enforcement Matters: the Effective Regulation of Labor*. Discussion Paper No. 11098. London: Centre for Economic Policy Research, 2016.
- Ravi Kanbur.** *Intra-Household Inequality and Overall Inequality*. Discussion Paper No. 11719. London: Centre for Economic Policy Research, 2016.
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- Karim-Aly S. Kassam**, Leanne M. Avery, and Morgan L. Ruelle. "The Cognitive Relevance of Indigenous and Rural: Why Is It Critical to Survival?" *Cultural Studies of Science Education* 12, no. 1 (2017): 97-118.
- Mukul Majumdar.** *Decentralization in Infinite Horizon Economies*. Singapore: World Scientific, 2016.
- Lawrence McCrea.** "Abhinavagupta as an Intellectual Historian of Buddhism." *Around Abhinavagupta: Aspects of the Intellectual History of Kashmir from the Ninth to the Eleventh Century*. Eli Franco and Isabelle Ratié, eds. Berlin: Lit Verlag, 2016, 263-286.
- Lawrence McCrea.** "Appayadiksita's Invention of Śrīkantha's Vedānta." *Journal of Indian Philosophy*, 44, no. 1 (2016), 81-94.
- Lawrence McCrea.** "Two Cultures in Indian Epistemology of Aesthetic Meaning." *The Bloomsbury Research Handbook of Indian Aesthetics and the Philosophy of Art*. Arindam Chakrabarty, ed. London: Bloomsbury, 2016, 25-41.
- H. S. Herman, **Saurabh Mehta**, W. B. Cárdenas, A. M. Stewart-Ibarra, and **Julia L. Finkelstein.** "Micronutrients and Leptospirosis: A Review of the Current Evidence." *PLoS Neglected Tropical Diseases* 10, no. 7 (2016): e0004652.
- S. L. Huey and **Saurabh Mehta.** "Stunting: The Need for Application of Advances in Technology to Understand a Complex Health Problem." *EBioMedicine* 6 (2016): 26-27.
- S. Lee, **Saurabh Mehta**, and D. Erickson. "Two-Color Lateral Flow Assay for Multiplex Detection of Causative Agents Behind Acute Febrile Illnesses." *Analytical Chemistry* 88, no. 17 (2016): 8359-8363.
- B. K. Natamba, **Saurabh Mehta**, J. Achan, R. J. Stoltzfus, J. K. Griffiths, and S. L. Young. "The Association between Food Insecurity and Depressive Symptoms Severity among Pregnant Women Differs by Social Support Category: A Cross-sectional Study." *Maternal & Child Nutrition* 13, no. 3 (2017): e12351
- Eswar Prasad.** "A Middle Ground." *Finance & Development* 54, no. 1 (2017): 30.
- Eswar Prasad.** *Gaining Currency: The Rise of the Renminbi*. New York: Oxford University Press, 2017.
- Lucinda Ramberg.** "Backward Futures and Pasts Forward: Queer Time, Sexual Politics, and Dalit Religiosity in South India." *GLQ: A Journal of Lesbian and Gay Studies* 22, no. 2 (2016): 223-248.
- Eric Tagliacozzo** and Shawkat Toorawa, eds., *Hajj: Pilgrimage in Islam*. Cambridge: Cambridge University Press, 2016.
- Norman Uphoff** and Frank Dazzo. "Making Rice Production More Environmentally-Friendly." *Environments* 3, no. 2 (2016): 12.
- Mary N. Woods.** *Women Architects in India: Histories of Practice in Mumbai and Delhi*. London: Routledge, 2017.

TATA-CORNELL INSTITUTE *for Agriculture and Nutrition (TCI) Scholars*

Tata-Cornell Scholars include a multidisciplinary group of Cornell graduate students who are in the process of earning their PhD or Master's Degree and who are actively engaged in applied and field-based research aligning with TCI's key research priorities. You can learn more at: tci.cornell.edu.

Rohil Bhatnagar

PhD student, Food Science
Rohil Bhatnagar is a first year PhD student in the field of Food Science and Technology. His research interests lie in bridging the gap between nutritional intake and optimal health. He aspires to alleviate the state of persistent micronutrient malnutrition by utilizing scientific strategies to develop affordable and nourishing food therapies.

Jocelyn Boiteau

PhD student, International Nutrition
Jocelyn Boiteau is a first year PhD student in the Division of Nutritional Sciences. She is interested in studying agriculture and nutrition linkages, specifically how changes in food systems impact women's roles in agriculture and contribute to nutrition outcomes. Her research project focuses on the current state of food loss in India.

Kathryn Merckel

PhD student, International Nutrition
Katy Merckel is a second year PhD student in the Division of Nutritional Sciences. She is interested in studying maternal and child nutrition in India, particularly the ways in which education and empowerment influence the consumption patterns of mothers and their families. For her field-based research, Katy will study behavior change messaging for orange-flesh sweet potatoes in rural villages in Uttar Pradesh, India.

Vidya Bharathi Rajkumar

PhD student, Applied Economics and Management

Vidya Rajkumar is a second year PhD student in the Applied Economics and Management department. Her research interests lie in the fields of development economics and public policy. She currently researches labor saving technologies in agriculture for the Indian context.

Tanvi Rao

PhD candidate, Applied Economics and Management

Tanvi Rao is a fifth year PhD candidate in the Applied Economics and Management department. Her primary research interests are in the field of development economics and applied econometrics. For her dissertation, she is studying the demand for different types of higher (post-secondary) education in India. As a TCI Scholar, she also researches the determinants of maternal nutrition outcomes in India.

Payal Seth

PhD student, Applied Economics and Management
Payal Seth is a second year PhD student in Applied Economics and Management. As a TCI Scholar, her fieldwork focuses on linkages between sanitation and nutrition. Working with the local partner NGO, Grameen Development Services, Payal is examining a behavior change methodology known as Community-led Total Sanitation. She is analyzing the bearing of this behavior change and of the construction of toilets on the sanitation practices, diarrheal incidence, and the safety of women in rural Uttar Pradesh, India.

Naveen Sunder

PhD candidate, Economics
Naveen Sunder is a fourth year PhD candidate in the Economics department. His primary research interests are in the field of development economics, health economics and applied econometrics. As a TCI Scholar, he researches socioeconomic topics such as agriculture-nutrition linkages and transitioning toward nutrition-sensitive food systems.

Maureen Valentine

PhD candidate, Animal Science
Maureen Valentine is a third year PhD candidate in the department of Animal Science who is continuing as a TCI scholar after completing her Master's degree with the program. She completed one year of fieldwork in the Indian state of Odisha where she conducted an experiment, "Sustainable Livestock Feeding Systems in the Face of Intensifying Goat Production."

Shiuli Vanaja

PhD candidate, Applied Economics and Management
Shiuli Vanaja is in her third year at the Dyson School of Applied Economics and Management. In the 2016-2017 academic year, she was in rural Jharkhand, India to research the socio-economic impacts of newly-installed water treatment systems on women's time savings.

Vidya Vemireddy

PhD candidate, Applied Economics and Management
Vidya Vemireddy is a third year PhD candidate in the department of Applied Economics and Management. Since Fall 2016, she has led an extensive data collection effort in Chandrapur, Maharashtra for her thesis project, "Impact of women's time allocation patterns in agriculture on time-saving food choices and nutrition in rural India."

Anthony Wenndt

PhD student, Plant Pathology and Plant-Microbe Biology
Anthony Wenndt is a second year PhD student in the School of Integrative Plant Science. He is interested in the biology and ecology of toxigenic fungi infecting crop plants and the impacts of mycotoxins on food security and nutrition. He plans to engage with smallholders in India to characterize the extent of mycotoxin contamination in village-level food systems, and to develop context-specific survey methodologies for sustainable, scalable mycotoxin management.

2017–18 FOREIGN LANGUAGE AND AREA STUDIES (FLAS) FELLOWS

Naadhira Ali

Degree: MPS, International Agriculture and Rural Development
Language: Hindi
Research Interests: Traditional Cropping Systems and Underutilized Crops in Semi-Arid West Africa and South India

Anya Gedrath-Smith

Degree: MRP, City and Regional Planning
Language: Nepali
Research Interests: Land Use and Environmental Planning, Sustainable Community Development and Food Systems.

Raashid Goyal

Degree: PhD, Near Eastern Studies
Language: Persian
Research Interests: Formation of Islamic Legal Thought and Dogma, Islamic Literature

Austin Lord

Degree: PhD, Anthropology
Language: Nepali
Research Interests: Energy, Disaster, Infrastructures, Risk, Vulnerability, Finance, Anticipation

Lavanya Nott

Degree: MA, Asian Studies
Language: Bengali
Research Interests: Intellectual History and Social Movements in Modern South Asia

Kelsey Utne

Degree: PhD, History
Language: Hindi
Research Interests: Commemoration and Public History in Modern South Asia

Ayal Weiner-Kaplow

Degree: MPA, Cornell Institute for Public Affairs
Language: Nepali
Research interests: Disaster Mitigation and Preparedness in South Asia

RECENTLY GRADUATED STUDENTS

Andrew Amstutz, PhD, History, “Finding a Home for Urdu: Islam and Science in Modern South Asia”

Christina Casey, PhD, History, “Subjects and Sovereigns: The Husbands and Wives who Ruled British India, 1774-1925”

Rumela Sen, PhD, Government, “Bullets to Ballots: Maoists and the Lure of Democracy in India”

Eloisa Stuparich, PhD, East Asian Literature, “Treading The Frontiers of Hinduness: Yogi Naraharinath in 20th Century Nepal”

Stephanie Coker, MPA, Public Administration

Kaitlin Emmanuel, MA, Asian Studies, “Lionel Wendt: Between Empire and Nation”

Suryakumari Samyuktha Kannan, MS, Applied Economics and Management, “Developing a Multidimensional Framework for the Evaluation of Women’s Self Help Groups”

James Allan Lax, MA, Asian Studies “Modern Religious Movements of Colonial South Asia: The Origins of Revival and Reform”

Jennifer Nerby, MPA, Public Administration, “Disaster Management in Nepal: In Theory and in Practice”

Nils Seiler, MA, Asian Studies “Silver and Mother-of-Pearl: Some Comments on Perception and Doubt in Premodern South Asia”

Jacob Stock, MRP, City and Regional Planning, “Conceiving an Emancipatory Technology: Spatial-data Infrastructure, Participatory Governance, and Indian Urban Development”

Bridget Conlon, BS, Agriculture Sciences

2016–17 VISITING SCHOLARS



Waruni Anuruddhika, an independent Sri Lankan filmmaker and art photographer, was a Fulbright Professional Development Fellow. She

began her career as an art photographer in 1996, and branched out to filmmaking in 2011. While at Cornell, she conducted research for a photographic book on ritual worship of the goddess Pattini by a marginalized community in Veyangoda, Sri Lanka. She stated that she was “really happy about the rich liberal culture and resources that Cornell provided me throughout my stay” and “its welcoming atmosphere took my heart.” She concluded that spending a semester in Ithaca was “the greatest experience in my life.”



Sanjeeb Baral, Project Manager of the Budhi Ganga Hydropower Project, Nepal, was a Hubert H. Humphrey Fellow,

focusing on water management and hydropower.



Matthew Baxter came to SAP as a Visiting Scholar from Harvard University, where he was a Post-Doctoral Fellow at the Mahindra Humanities

Center. He works on South Asia as a comparative political theorist, focusing on Tamil-speaking South India and Non-Brahmin politics. While at SAP, Baxter worked on a book manuscript tentatively titled, *The Politics of Embrace: On the Non-Brahmin Self-Respect Critique of Gandhian Self-Rule*. After an “exceptional” year at Cornell, he described the South Asia Program as “a wonderful place to work through and develop one’s own work, and to help others do the same.”



Gaytri Devi, Program Coordinator, Jagori Rural Charitable Trust, India, was a Hubert H. Humphrey Fellow. Devi is interested in developing

livelihood opportunities for women by enhancing their agricultural skills, enabling market access, and providing educational programs for their children.



Humera Khan, Environmental Compliance Specialist, Chemonics International Inc., USAID Contractor, Pakistan, was a Hubert

H. Humphrey Fellow. Khan is interested in environmental impact assessment, climate change adaptation and mitigation, and economic appraisal techniques. While in Ithaca, she was involved in the Tompkins County Climate Protection Initiative (TCCPI) and was affiliated with the City of Ithaca’s Planning and Economic Division, conducting a research study on “Monitoring and Mapping of Environmental Noise in the City of Ithaca.” She concluded that “the fellowship prepared me to take up meaningful leadership roles once back in my home nation,” and provided numerous “opportunities for a rich exchange of information among other fellows, faculty, students, and professionals.”



T.V. Sekher, Professor in the Department of Population Policies and Programs, International Institute for Population Sciences, Mumbai, spent a year at the South Asia

Program as a Fulbright-Nehru Fellow. Trained in Demography and Sociology, his research interests include social demography, gender, population aging, and public health. Sekher’s current research examines Conditional Cash Transfer (CCT) schemes as strategies to empower girls and women in less-

developed countries. As a Fulbright scholar, he said he “was looking for a vibrant, conducive and multi-disciplinary environment with a lot of scope for interdisciplinary interactions and academic exchange,” which he was happy to find at Cornell.



Sumathy Sivamohan, Professor of English at the University of Peradeniya, Sri Lanka, was the Tamil Studies Visiting Scholar in the spring

semester. An award-winning filmmaker, performer, playwright, poet, translator and academic, she has worked in the areas of gender, dispossession, the displaced, and the fraught question of “nation.” Her creative work emphasizes the idiom of conversation and colloquiality, while experimenting in form and style. While at Cornell, she taught one course in Asian Studies, “Formations of Tamil Identity in Postcolonial Sri Lanka: Intersections of Class, Caste and Gender in Telling the Story of the Tamil.”



Gopalakrishnan Veilumthusamy, Counsellor at the Confederation of Indian Industry, India, was a Hubert H. Humphrey

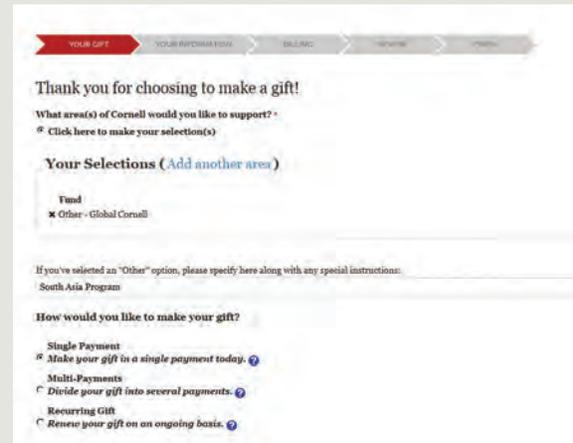
Fellow. His work focuses on green supply chain, climate change, and emissions as it relates to shipping industry and logistical management (warehouse design, cost reduction, and training).

Giving to the South Asia Program

The South Asia Program (SAP) welcomes your support!

Gifts from Cornell alumni and other friends of SAP are a key resource for the Program, allowing us to protect foundational strengths (see “From the Director”), while also expanding South Asian Studies at Cornell in innovative ways.

Gifts to SAP can be made easily via Your Gift to Cornell at giving.cornell.edu. As shown in the image, use the menus to direct your gift to the South Asia Program as a one-time or recurring gift. Should you wish to direct your gift more specifically (for instance, towards language lecturer endowments), please contact Director Anne Blackburn at amb242@cornell.edu. Professor Blackburn will also help to coordinate larger gifts with appropriate offices at Cornell.



The screenshot shows a web form titled "Thank you for choosing to make a gift!". It includes a progress bar at the top with steps: YOUR GIFT, YOUR INFORMATION, BILLING, REVIEW, and THANKS. The main content asks "What area(s) of Cornell would you like to support?" and provides a link to "Click here to make your selection(s)". Under "Your Selections (Add another area)", the "Fund" dropdown is set to "Other - Global Cornell". A note states: "If you've selected an 'Other' option, please specify here along with any special instructions: South Asia Program". The "How would you like to make your gift?" section has three radio button options: "Single Payment" (selected), "Multi-Payments", and "Recurring Gift".

The South Asia Program (SAP) is an interdisciplinary hub for Cornell students, faculty, staff, community members, and academic visitors, located in the Mario Einaudi Center for International Studies. SAP coordinates teaching, research, and campus activities concerning the area comprising the nations of the Indian subcontinent: Afghanistan, Bangladesh, Bhutan, India, Maldives, Nepal, Pakistan, and Sri Lanka. The South Asia Program maintains distinctive strengths and dedicated expertise in several key areas, especially South Asian humanities; social, scientific, and applied research on South Asia; and the languages and cultures of Nepal and Sri Lanka.

With the Department of Asian Studies, SAP is committed to teaching a number of modern and classical South Asian languages, including Bengali, Hindi, Nepali, Pali, Sanskrit, Punjabi, Sinhala, Tamil, Tibetan, and Urdu. Additionally, Persian is taught in the Department of Near Eastern Studies. Our special resources include a library collection of more than 448,668 printed monographs and 9,859 serial titles in hard copy; 54 faculty in 22 departments and colleges teaching 88 Area Studies courses and 55 language courses at levels from beginning to advanced; and extensive outreach materials including films, web-based curricula, and hands-on teaching aids.

SAP sponsors a weekly seminar series with presentations by local, national, and international scholars, and organizes or co-sponsors numerous conferences and workshops every year. SAP collaborates with student organizations to bring South Asian

cultural and performance events to campus on a regular basis, enriching Cornell and the surrounding communities. SAP also has a significant outreach program which makes training on South Asia available to educators at K-12 schools, community colleges, and schools of education.

Since 1983, Cornell has collaborated with Syracuse University as a National Resource Center for South Asia, one of only eight nationally, sponsored by the U. S. Department of Education. SAP facilitates summer intensive language opportunities for students from Cornell and other universities on the Cornell campus, at the South Asia Summer Language Institute at the University of Wisconsin-Madison, and at the American Association for Indian Studies language programs in India. The South Asia Program also nurtures Cornell Abroad's offerings in India, Nepal, and Sri Lanka.



Find out about SAP events and activities throughout the year by liking us on **Facebook @SAPCornell**, or following us on **Twitter @SAPCornell**

it is in loss and loneliness, one
finds words of solace, without which,
none may live and die.

in childish play,
and in the child, one stoops, just a little,
to accommodate pain.

The political is strained, half breathing,
lines the tongue with lashing words,
standing free and tall,
among alien corn.

it is in that wonder of clarity and magnanimity,

i have to concede speech and talk of
betrayal as a blink of eye, as a new found time,
unremembered, here, there, life's breath.

fling forging nouns,
into the far flung corners
of birth and death, departing

from beaten tracks of heavy tread,

live out the vanishing moments as limn, time pass, still
and flirtatiously wavering.

in silence is born, not loss, but distance,
between the hearer and the speaker, and in
my words hang that ominous gasp
of a life foreshadowing death, not yet dreamt of,
but dreaded still.

sumathy, may 2017



Roadside Attraction, Warakapola, Sri Lanka (Photo by Daniel Bass)

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