

THE UC BERKELEY-AMERICAN
INSTITUTE OF PAKISTAN STUDIES
URDU LANGUAGE PROGRAM IN
PAKISTAN



A REPORT



UNIVERSITY OF CALIFORNIA, BERKELEY

Image: André Augustsson. Taftan, Baluchistan: August, 2016

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WELCOME

THIS REPORT CHRONICLES THE REVIVED URDU LANGUAGE PROGRAM IN PAKISTAN WHICH IS ADMINISTERED BY THE INSTITUTE FOR SOUTH ASIA STUDIES (ISAS) AT UC BERKELEY AND THE AMERICAN INSTITUTE OF PAKISTAN STUDIES (AIPS), IN COLLABORATION WITH THE LAHORE UNIVERSITY OF MANAGEMENT SCIENCES (LUMS), AND FUNDED BY THE U.S. DEPARTMENT OF STATE



MESSAGE FROM THE CHAIR



Munis D. Faruqui is a historian by training. He primarily focuses on the Muslim experience in South Asia, especially during the Mughal period. His books include *Princes of the Mughal Empire, 1504-1719* (Cambridge, 2012), *Expanding Frontiers in South Asian and World History*" (co-edited with Richard Eaton, David Gilmartin and Sunil Kumar) (Cambridge, 2013), and *Religious Interactions in Mughal India* (co-edited with Vasudha Dalmia) (Oxford, 2014). His various articles have interrogated the relationship between religion and politics in the life and work of the Mughal prince Dara Shukoh (1615-59); the founding decades (c. 1720-40) of the princely state of Hyderabad; and the creation of the Mughal Empire under Emperor Akbar (r. 1556-1605). He is currently working on a book on the Mughal Emperor Aurangzeb (r. 1658-1707). In 2014, Dr. Faruqui received UC-Berkeley's most prestigious honor for teaching, the Distinguished Teaching Award. Dr. Faruqui is the chair of two UC Berkeley initiatives: Urdu@ Berkeley and the Berkeley Pakistan Initiative.

Dear Friends

The BULPIP (Berkeley Urdu Language Program in Pakistan) – AIPS (American Institute of Pakistan Studies) Urdu Program is about to enter Year 5 of operations. Since its founding in 2014 this program has delivered two key components. First, semester-long Urdu language classes to talented and advanced US-based Urdu learners in Lahore (Pakistan). Second, summer- and semester-long Urdu second-language training to Pakistan-based Urdu teachers and faculty in the US. Building the capacity for the highest quality Urdu learning and teaching in both the US and Pakistan is what we stand for and it is what we have worked very hard to achieve over the past years. I believe we have been very successful in our efforts.

We could not have achieved our goals without supportive and far-sighted partners. Foremost among them is the US Department of State. Its clear-sighted understanding that Urdu learning and education can lead to greater empathy and thoughtful conversations between the US and Pakistan has been repeatedly borne out in the experiences of our program participants as well as those who have met them. This program also has benefited from the many kindnesses afforded us by the Lahore University of Management Sciences (LUMS). As well as superb teaching and housing facilities and a welcoming campus, we have gained much from the intellectual and personal generosity of LUMS faculty, students, administrators and patrons. It is our sincere hope that these relationships deepen and thrive in the years ahead.

In the following pages, it gives me the greatest pleasure to offer you a holistic view of the BULPIP-AIPS Urdu Program. Here, we outline the history of the program, we introduce you to the people who help run it and the people who have benefited from it, we lay out our spending patterns, curriculum, participation and learning statistics, and we offer testimonials from a diverse group of past participants. Feel free to contact me bulpip-aips@berkeley.edu if you'd like a copy of this report to be sent to a future student or teacher participant or anyone else you know who might be interested in learning about what we have achieved.

Warm wishes,

Munis D. Faruqui
Sarah Kailath Chair & Director, Institute for South Asia Studies
Associate Professor, South & Southeast Asian Studies
University of California-Berkeley

OVERVIEW

OF THE BERKELEY-AIPS URDU LANGUAGE PROGRAM



Urdu is the national language of Pakistan as well as the country's lingua franca. Around 75% of Pakistan's 225 million citizens speak or understand Urdu. It is also one of the official languages in six Indian states. In India, approximately 65 million people speak Urdu as their native language, while an additional 40 million speak it as a second language. Studying Urdu, therefore, is invaluable toward gaining a greater understanding of South Asia's complex history, religious, and cultural traditions. The importance of Urdu-speaking populations can only increase as South Asia continues to interest and challenge academic, policy-making, corporate, non-profit, and other learned communities in the U.S.

In the United States, one of the leading centers of Urdu instruction is the University of California-Berkeley. From the early 1970s until 2001, the university ran the Berkeley Urdu Language Program in Pakistan (BULPIP). Based in Lahore, BULPIP's purpose was to provide intensive Urdu language training to American students, scholars, and teachers who had research and professional interests in Urdu language and literature, Pakistan, Islam, and the Muslim experience in South Asia. The program ran continuously until 2001, when due to a U.S. State Department travel warning prohibiting students from traveling to Pakistan, BULPIP was forced to first temporarily move to Lucknow, India, and then shut down in 2008.

In September 2013, after a 5-year hiatus, UC-Berkeley, in collaboration with the American Institute of Pakistan Studies (AIPS), received a \$3.1 million grant from the U.S. State Department to re-establish BULPIP. Under the terms of the new agreement, the program is now jointly administered by UC-Berkeley's Institute for South Asia Studies (ISAS) and AIPS. In addition to training the next generation of U.S. scholars in Urdu language, the program is committed to promoting more effective pedagogical methods and techniques for teaching Urdu as a second language in Pakistan.

BULPIP-AIPS awards up to ten annual fellowships to U.S.-based post-B.A. students to spend fifteen-weeks in the fall semester undertaking intensive Urdu language training at the Lahore University of Management Sciences (LUMS) campus in Lahore, Pakistan. And over the life cycle of the grant, the program expects to train up to ten Pakistan-based Urdu teachers in contemporary second-language teaching pedagogy through summer- or semester-long appointments at U.S.-based universities.

In the four years since the program began, the program has sent twenty-six students from all over the US to study Urdu in Pakistan and has hosted six Urdu language faculty from Pakistan.

In 2018-19, the fifth year of this program cycle, it will send eight students to Pakistan.

Contact: bulpip-aips@berkeley.edu

Website: southasia.berkeley.edu/BULPIP

Facebook: www.facebook.com/bulpipaips

GOVERNANCE

EXECUTIVE COMMITTEE



Munis D. Faruqui
Director, Institute for South Asia Studies; Sarah Kailath Chair; Associate Professor, South & Southeast Asian Studies, UC Berkeley



Sanchita Saxena
Executive Director, Institute for South Asia Studies; Director, Subir and Malini Chowdhury Center for Bangladesh Studies, UC Berkeley



Farhat Haq
President, American Institute of Pakistan Studies; Professor, Political Science, Monmouth College



Matthew A. Cook
Vice President, American Institute of Pakistan Studies, Professor, Language and Literature, North Carolina Central University



Laura Hammond
U.S. Director, American Institute of Pakistan Studies



Syed Akbar Hyder
Associate Director, Hindi-Urdu Flagship Program; Associate Professor, Asian Studies & Islamic Studies, UT-Austin

LUMS LIAISON



Asif Iftikhar
Faculty, Department of Humanities & Social Sciences, Lahore University of Management Sciences



Gregory Maxwell Bruce
Urdu Lecturer, South & Southeast Asian Studies, UC Berkeley



Jameel Ahmad
Senior Urdu Lecturer, Asian Languages & Literature, UW-Seattle



Syed Akbar Hyder
Associate Director, Hindi-Urdu Flagship Program; Associate Professor, Asian Studies & Islamic Studies, UT-Austin

CURRICULUM COMMITTEE

AFFILIATED FACULTY & SCHOLARS



Kamran Ali
Professor & Dean, Gurmani School of Humanities and Social Sciences, LUMS



Amy Bard
Independent Scholar, formerly Visiting Lecturer, Wellesley College; Preceptor in Hindi and Urdu, Harvard University



Cabeiri Robinson
Associate Professor, International Studies, Comparative Religions, and South Asian Studies, UW-Seattle

ORGANIZERS



INSTITUTE FOR
SOUTH ASIA
STUDIES
UC BERKELEY



AMERICAN
INSTITUTE OF
PAKISTAN STUDIES



LAHORE UNIVERSITY
OF MANAGEMENT
SCIENCES



THE U.S.
DEPARTMENT
OF STATE

PROGRAM STAFF

BULPIP-AIPS LANGUAGE LECTURERS



Faiza Saleem
2014-2017
Ph.D. candidate,
Bahauddin Zakariya
University Multan



Md. Umar Anjum
2015-
M.Phil., Linguistics,
University of
Management
Tech, Lahore



Sidra Afzal
2018-
Lecturer, Urdu,
Government Post
Graduate College for
Women in Rawalpindi

BULPIP-AIPS PROGRAM STAFF

IN LAHORE



Nadeem Akbar
Country Director,
American Institute of
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MA, Public
Administration,
University of
Pennsylvania



Gwendolyn Kirk
BULPIP-AIPS Program
Manager: 2014-16;
PhD., Linguistic
Anthropology,
UT-Austin



Rafeel Wasif
BULPIP-AIPS Program
Manager: 2017;
PhD candidate,
Political Science,
UW-Seattle



Saleha Parvaiz
BULPIP-AIPS Program
Manager: 2018-
MA, Asian Studies,
UT-Austin

IN THE US



Behnaz Raufi
BULPIP-AIPS Program
Coordinator;
Senior Program
Analyst, The Asia
Foundation;
MA, Dev. & Intl. Econ.,
Georgetown University

WHAT THEY'RE SAYING



ALYSSA AYRES
FELLOW (INDIA, PAKISTAN,
SOUTH ASIA), COUNCIL ON
FOREIGN RELATIONS;
2010-2013: DEPUTY ASST.
SECRETARY OF STATE
(SOUTH ASIA);
BULPIP FELLOW: 1993



I was delighted to learn that the Berkeley Urdu Language Program in Pakistan has been revived and will once again train American students in Urdu in a context where they can gain the greatest exposure to the language. As a participant on the 1993-94 BULPIP program, I learned a tremendous amount both in terms of the spoken and written Urdu language, but as well in terms of how the language fits within Pakistan's complex cultures. Unfortunately the enrollments for those studying Urdu in the United States remain very low — according to the Modern Language Association's 2013 survey, hovering a little above 300 for Fall 2016 — so the BULPIP program offers an opportunity to develop high-level language skills in an intensive learning environment, an opportunity highly unlikely to be available for most students at their home institutions within the United States. High-level Urdu skills provide American students the chance to engage far more deeply with Pakistani media and Pakistani texts, revealing much more about the country's internal political and economic debates than takes place in English alone. I personally continued to draw upon my Urdu skills well after the BULPIP program, including throughout my early professional years. This program uniquely helps American students gain skills that are not easily acquired outside

the more rigorous demands of a monolingual environment, and support for the BULPIP program will continue to be a solid investment of American taxpayer dollars.



I have many people and organizations to thank for my 25-year career in government service, much of it at the highest levels of service in the White House, the Pentagon and the Intelligence Community, but the single greatest enabler was the opportunity Berkeley gave me to live in Pakistan and study Urdu. A few examples may convey some of the many benefits BULPIP provided me and, by extension, the U.S. government.

Six years after 9/11, I left academia to become the National Intelligence Officer for South Asia. Within weeks of assuming this position, I was directed to brief the President and his top national security advisors on a breaking political crisis in Pakistan. During my BULPIP year, I gained an intimate understanding of how different segments of Pakistani society viewed their government and their military, and I conveyed information and judgments, shaped on this understanding, to the then President.

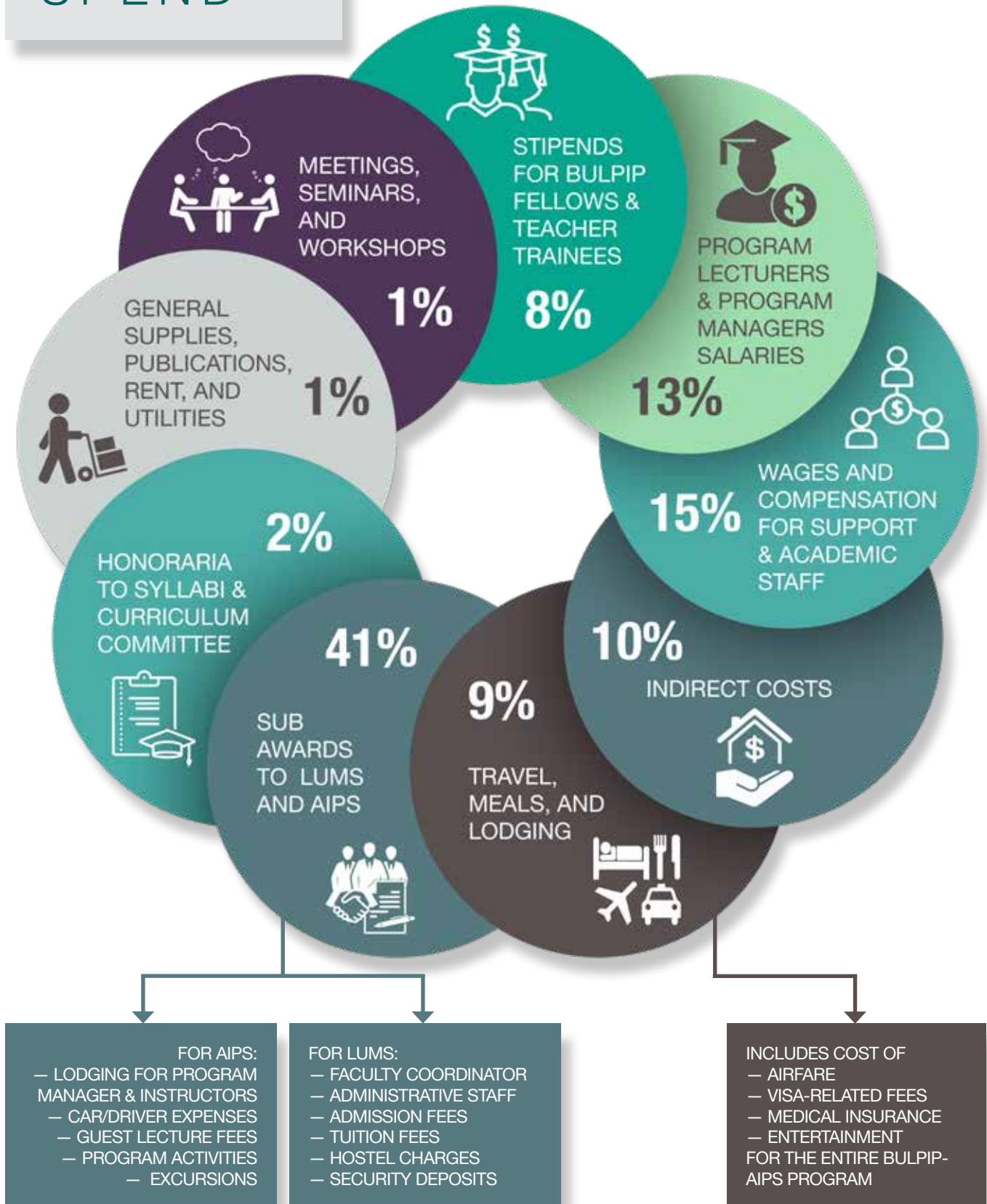
Over the decade that followed, I have served as a policy advisor on Asia as well as a senior advisor on South Asia in President Obama's White House. I have been crucially involved in many important decisions relating to US-Pakistan relations. The advice that I have ultimately given has always been informed by my understanding of Pakistan, its people, its history — many of which have built on the foundations gleaned from my experiences living there as a student during my BULPIP year.

Simply put, BULPIP must continue. It is the single most important means for Americans to gain deep and lasting understanding of a country that promises to remain centrally important to conversations about national security in this country.

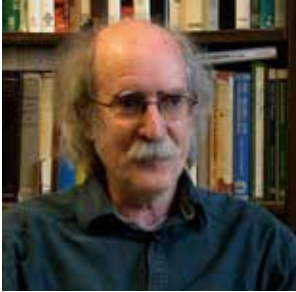


PETER R. LAVOY
SENIOR ADVISOR, ASIA-
PACIFIC, EXXONMOBIL;
2015-2017: SPECIAL
ASSISTANT TO THE PRESIDENT
& SENIOR DIRECTOR FOR
SOUTH ASIA, NATIONAL
SECURITY COUNCIL, THE
WHITE HOUSE;
BULPIP FELLOW: 1989

HOW WE SPEND



WHAT THEY'RE SAYING



DAVID GILMARTIN
DISTINGUISHED PROFESSOR OF HISTORY, NORTH CAROLINA STATE UNIVERSITY;
BULPIP FELLOW: 1974;
BULPIP FIELD DIRECTOR:
1981-82



From its inception over 40 years ago, the Berkeley Urdu Language Program in Pakistan has provided a critical institutional foundation for Urdu language study for American students. Beyond this, it has provided an important foundation for Pakistan studies in the United States more broadly. A significant number of American scholars of Pakistani history, culture, and politics began their overseas engagement in Pakistan by studying in Lahore on the Berkeley program, and through the program became hooked on the study of Pakistan.

This was certainly my experience. I was first introduced to Pakistan when I traveled in the early 1970s to study on the program. Not only did this provide a critical foundation for my further study of Urdu in the United States, but it was also my experience on the program that convinced me to undertake dissertation research in Pakistan, and to return later to Lahore as the Field Director of the Berkeley Program. The program has long been an extraordinarily effective one, in spite of the political pressures it has faced—as its former students will attest. This effectiveness had derived not only from its language instruction, but from its location in Pakistan's cultural capital, Lahore, and from the many cultural

connections and opportunities the program opens up.

Pakistan is a country of critical importance to its region, and to the global interests of the United States, and yet it is one that is still not well understood. Few institutional investments have paid such rich dividends for the study of Pakistan by Americans as the Berkeley Urdu Language Program.



I have been teaching Urdu and Hindi at the University of Virginia since 1997, and I was a student on the BULPIP during the 1989–90 academic year. I started my South Asian linguistic and cultural studies with three years of Hindi as an undergraduate at

the University of Chicago, and then another three years of Hindi as a graduate student at the University of Wisconsin–Madison. With the attendant South Asian literature, art, and history classes I took I possessed a bit of academic knowledge about what north Indian and Pakistani society was supposed to look like, but still had no idea what it actually consisted of—what it felt like, what it tasted like.

That all changed when I was accepted to study Urdu in Lahore on BULPIP in 1989. While I received the finest classroom language training I have ever been a part of, more importantly I was immersed culturally in a manner I wish every student could experience. I lived with a loving, Urdu-speaking host family in the heart of Lahore's old city, and the nine-month cultural embrace I was offered there was foundational for the way I have come to look at the world, my life, my citizenship, and my sense of service. I was sensitized to varieties of affection, humor, suffering, and hope that continue to inform my outlook today, both personally in how I comport myself with others, as well as professionally in how I teach my students. None of this would have been possible without BULPIP. I fear I do not possess words adequate to express my gratitude to that family in Lahore's old city, or to BULPIP under whose auspices such an experience was made possible for me.



G.A. CHAUSSÉE
SENIOR LECTURER (URDU & HINDI), UNIVERSITY OF VIRGINIA;
BULPIP FELLOW: 1989

LAHORE URDU FELLOWSHIP PROGRAM

THE BERKELEY-AIPS URDU LANGUAGE PROGRAM IN PAKISTAN PROVIDES FIFTEEN-WEEKS OF URDU LANGUAGE TRAINING IN AN INTENSIVE URDU LANGUAGE IMMERSION PROGRAM BASED AT LAHORE UNIVERSITY OF MANAGEMENT SCIENCES (LUMS) IN PAKISTAN TO US-BASED STUDENTS. THE PROGRAM COVERS ALL COSTS RELATED TO AIRFARE, VISA, LUMS ADMISSION, TUITION, AND HOSTEL FEES, AS WELL AS ALL EXCURSIONS AND ACTIVITIES THAT FALL WITHIN THE PROGRAM. IN ADDITION, THE PROGRAM PROVIDES A MONTHLY MAINTENANCE ALLOWANCE. SINCE THE PROGRAM'S INCEPTION IT HAS FUNDED AND SUCCESSFULLY TRAINED TWENTY-SIX U.S.-BASED URDU FELLOWS IN PAKISTAN



WHAT THEY'RE SAYING

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When I was accepted into the BULPIP program the year before my final year of graduate school, my Urdu was quite rusty (I hadn't taken a class in two years) and my project was, for the time being, totally unrelated, though my interest in Urdu very real. The teachers and incredible program staff at BULPIP not only ensured that my speaking, writing, and reading skills came back quickly, but introduced me to countless facets of Pakistani culture and Lahori culture specifically that left a deep impression. I fell completely in love with Pakistan and my conviction to incorporate Urdu-language material into my future work was redoubled. In particular, our program manager Gwen Kirk introduced me to the daughter of the poet Faiz Ahmed Faiz, whose ties to the Soviet Union I was interested in. Coupled with the work I was doing in tutorial on Faiz's travelogue about the USSR, this introduction led to a relationship with Faiz's family that continues to this day. I was even able to connect with the authority on Faiz's time in the Soviet Union, Liudmila Vasil'eva. I made her acquaintance when I was in Moscow later in the year and am proud to say that I am currently working on a translation of the travelogue I had been studying with the incomparable Umar Anjum, the BULPIP teacher with whom I had first worked on it in tutorial. We hope to publish a portion of this translation in a leading journal soon and in entirety down the road. My work on Faiz has already yielded a conference panel for fall 2018 that I have organized. It will also be the heart of my second book project, tentatively titled *Russia and South Asia: Two Centuries of Literary Encounter*. I am immensely grateful to have been a part of BULPIP, and it has altered my scholarly and personal course alike.



LUSYA ZAITSEVA
PH.D., COMPARATIVE
LITERATURE,
HARVARD UNIVERSITY;
BULPIP-AIPS FELLOW: 2016



APARNA KUMAR
Ph.D. CANDIDATE, ART
HISTORY, UNIVERSITY OF
CALIFORNIA-LOS ANGELES
BULPIP-AIPS FELLOW: 2014

”

This program was one of the most significant experiences of my personal and professional life. Not only did I get to experience Lahore, a city I had at the time only experienced through my study of art and architecture, or Urdu poetry, I also gained a new understanding of Urdu and its cultural complexities. I made lasting friendships, and professional connections that I continue to carry with me in my work and travels, and that have significantly nuanced my study of Pakistani art and culture, and my worldview.

To be honest, prior to BULPIP, I was not confident I would ever be allowed to visit Lahore or Pakistan, given my Indian heritage, and standing tensions between India and Pakistan. When BULPIP restarted in 2014, I thus jumped at the chance to apply. It seemed the ideal opportunity: I had a vested interest in Urdu by this point (having studied Hindi and Urdu for ten years), and, pragmatically, I knew I needed to visit Lahore, if I had any hope of pursuing a dissertation project on partition and the visual arts in South Asia. But, more than that, I wanted to visit a country that I had only read about in books, that I felt deeply connected to through my study of art, culture and Urdu, that I

felt was deeply misunderstood by members of my own family, and was in some way then off limits to me.

I was the first person in my family to travel to Pakistan since partition, and for various reasons I was acutely aware of this the entire time I was in Lahore with BULPIP. This gave my BULPIP experience a level of meaning I was not expecting, and is something for which I will always be grateful. It is difficult to fully articulate but--my experience traveling, and living in Lahore was not only significant and emotional for me, and my understanding of the complex political, social, and cultural history that divides India, Pakistan and the South Asian diaspora today, it was extremely significant for my family. My experience with BULPIP has significantly changed the way my family understands and engages with Pakistan, which is something I did not expect would happen, but made my BULPIP experience all the more important to my personal and professional growth.

BULPIP-AIPS SCHEDULE 2017

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9-10	STUDENT STUDY & RESEARCH DAY	WEEKEND REPORT/ISSUES THAT MATTER	POETRY	PROSE	LAHORE READINGS
10-11					LISTENING
11-11:30		CHAI BREAK			
11:30 - 12:30		IMLA/ EXCURSION BRIEFING	GRAMMAR	EXCURSION DEBRIEFING	LANGUAGE GAMES
12:30-2		LUNCH BREAK		LUNCH BREAK	
2-4		TUTORIALS	EXCURSION	TUTORIALS	TUTORIALS

THE PROGRAM INCLUDES TALKS ON TUESDAYS AT 5 PM. GUEST SPEAKERS HAVE LECTURED ON CALLIGRAPHY, URDU PROSE & POETRY, MUSIC, FILM, & WRESTLING. PAST SPEAKERS INCLUDE:



SALIMA HASHMI



ABDUL BASIT



RAZA KHARAL



ZAREEN SULEMAN



MOHD. JAWWAD



YASMEEN HAMEED



IFTIKHAR ARIF

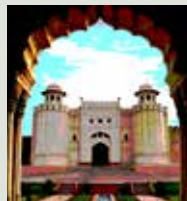


INTEZAR HUSSAIN



PEHELWAN KHAN

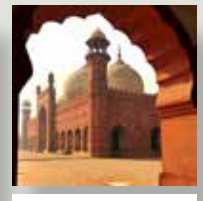
ALL PROGRAM-RELATED EXCURSIONS AND FIELD TRIPS TAKE PLACE ON WEDNESDAYS AFTER CLASSES. SOME POPULAR PLACES THAT STUDENTS HAVE VISITED INCLUDE:



LAHORE FORT



WAGAH BORDER



BADSHAHI MOSQUE



SHALIMAR GARDENS



NAQSH ARTS



KAMRAN BARADARI



FAIZ GHAR



OLD CITY

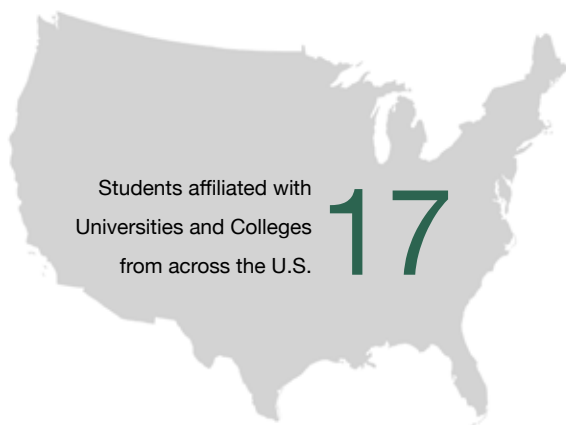


LAHORE MUSEUM

BY THE NUMBERS – FELLOWS

2014 - 2017

26
Students
Trained



Columbia University, Cornell University, CUNY Hunter College, Georgetown University, Harvard University, Indiana University, Princeton University, Rensselaer Polytechnic Institute, Stanford University, University of California, Berkeley, University of California, Davis, University of California, Irvine, University of California, Los Angeles, University of Michigan, University of Texas at Austin, University of Washington, Vanderbilt University,

AVERAGE IMPROVEMENT IN STUDENT'S SKILLS

	READING	WRITING	SPEAKING	LISTENING
YEAR 1	42%	42%	42%	17%
YEAR 2	58%	33%	50%	25%
YEAR 3	44%	13%	38%	25%
YEAR 4	40%	30%	40%	40%

BULPIP-AIPS URDU LANGUAGE PROGRAM IN PAKISTAN

COVERS

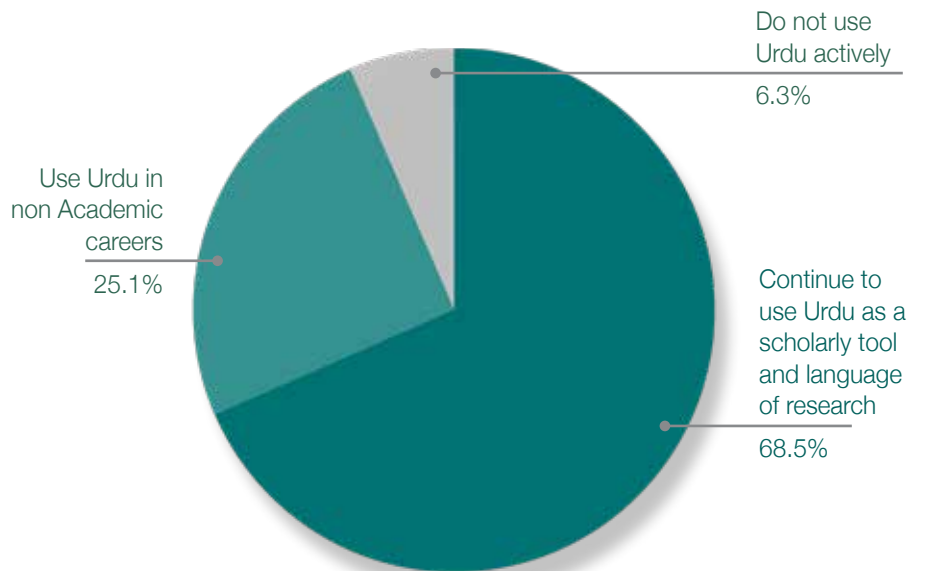
- ROUND TRIP ECONOMY CLASS AIRFARE TO LAHORE, PAKISTAN ON A US CARRIER
- VISA FEE FOR PAKISTAN
- ADMISSION, TUITION, AND HOSTEL FEES FOR LUMS
- TRAVEL & EMERGENCY EVACUATION INSURANCE COVERAGE OF UP TO \$500 FOR THE DURATION OF THE PROGRAM
- MONTHLY MAINTENANCE ALLOWANCE OF \$1,000
- EXCURSIONS & ACTIVITIES THAT FALL WITHIN THE PROGRAM

ELIGIBILITY

- BE A CITIZEN OR A PERMANENT RESIDENT OF THE U.S.
- HAVE A BACHELOR'S FROM AN ACCREDITED U.S. UNIVERSITY
- DEMONSTRATE INTERMEDIATE LEVEL EXPERTISE IN URDU BEFORE STARTING THE PROGRAM
- SHOW SUBSTANTIAL INTEREST IN THE STUDY OF URDU, PAKISTAN, OR ISLAM IN SOUTH ASIA

BULPIP-AIPS PROGRAM IMPACT

USAGE OF URDU IN CURRENT STUDIES OR CAREER



BULPIP-AIPS: GOALS & OBJECTIVES

PROVIDE INTENSIVE AND SPECIALIZED URDU LANGUAGE TRAINING TO AMERICAN STUDENTS, SCHOLARS AND TEACHERS

IMPROVE STUDENTS' KNOWLEDGE ABOUT PAKISTAN'S HISTORY, POLITICS AND CULTURE

PROMOTE & DEVELOP THE STUDY OF URDU IN THE U.S.

IMPROVE UNDERSTANDING AND EDUCATIONAL COOPERATION BETWEEN PAKISTANI AND U.S. INSTITUTIONS AND SCHOLARS

PROMOTE GREATER COLLABORATION AMONG U.S. UNIVERSITIES WITH SOUTH ASIA PROGRAMS, DEPARTMENTS, CENTERS & INSTITUTES

WHAT THEY'RE SAYING



ELIZABETH BOLTON
LECTURER, MEDIA STUDIES,
UC BERKELEY;
BULPIP-AIPS FELLOW: 2014



The fifteen weeks that I spent in Lahore as a BULPIP student were a critical part of my Ph.D. program and long-term scholarly development for several reasons: the immersion experience in Urdu, the opportunity to be in Pakistan (rather than reading about Pakistan), and the on-campus environment at LUMS.

As a graduate student, working to learn Urdu while also completing all other doctoral-level course requirements, I treasured the opportunity to spend all day, every day, focused only on improving my Urdu. From the Urdu-medium classes, being assigned Urdu newspapers and magazines to read, to bargaining in Lahore's old city, to ordering in Urdu at local restaurants, to going to the movies to watch Urdu-language films, the immersive BULPIP experience prepared me to fend for myself during my ethnographic fieldwork in Lahore's television industry the very next semester. As I was a media studies student, the BULPIP faculty even made arrangements for me to have access to a television so that I could spend evenings absorbing the country's cable 'tele-scape' and current events. Having studied Urdu through a variety of methods and sources over the last nine years, I can say that the BULPIP immersion experience was instrumental in solidifying my Urdu skills and knowledge.

The security situation in Pakistan poses challenges for non-heritage students (especially women) to travel to the country alone and do research. BULPIP allows for students to have a secure and enriching 'home-base' (LUMS campus) to immerse ourselves in the Urdu language and the local culture of Pakistan. The immersion experience challenged me to let go of my fears about speaking in Urdu and engage in authentic conversations with Pakistanis, learning their perspective on their own society. In many cases, what I learned from these discussions reconfigured the way that I thought of my own research and other larger issues.

As an anthropologist of media, I contend that in order to understand Pakistan well, one must spend an extended period of time there interacting with Pakistanis in their language. BULPIP affords just such an opportunity. Further, being housed on the LUMS campus provided a sense of security and opportunities to talk with locally-engaged scholars and their students about current issues and events in Pakistan and learn their vision for their society. From my interactions on the LUMS campus and with fellow BULPIP students have emerged long term collaborations and professional relationships that I expect will enrich my life and scholarship for years to come. I have now completed my Ph.D. and continue to work with Urdu materials in my research. I anticipate bringing significant content about Pakistan into the courses I will be teaching at UC Berkeley in the years ahead.

Finally, in addition to being instrumental in my individual scholarly and professional development, this program is an asset to the US government. Students in the US, who are interested in understanding South Asia, need an opportunity to spend time in Pakistan. As important as Pakistan is to geopolitical considerations, the country is often understood via reductive categories that block valuable insight from things like viable political change to possible solutions to the effects of climate change. Pakistanis are putting forth great effort to engage current issues and are finding viable local solutions that students can learn from them when they are able to go and engage in dialogue.

THE BULPIP-AIPS FELLOWS

THE BERKELEY-AIPS URDU LANGUAGE PROGRAM IN PAKISTAN FELLOWS
AND REPORTS ON THEIR TIME SPENT IN PAKISTAN



A report by Keith Snodgrass written in 2015

KELSEY UTNE ON HER BULPIP-AIPS FELLOWSHIP TO PAKISTAN IN FALL 2014

It isn't easy for an American to travel to and spend time in Pakistan these days. And given Western media coverage of the region, not many people prioritize it as a destination. Despite the obstacles and the common misconceptions of the country, Kelsey Utne was intent on getting there anyway. A student of Hindi and Urdu, she knew the value of immersion in developing her language skills. Previously she had lived and studied in India, but felt that her experience and understanding of South Asia was incomplete without visiting Pakistan.

Luckily, her first year at the University of Washington was also the first call for applicants for the Berkeley Urdu Language Program in Pakistan (BULPIP) program in over ten years. Administered jointly with the American Institute of Pakistan Studies (AIPS), this program had been closed due to post-9/11 security concerns. As the political situation has stabilized, the program has reopened and seeks to give American students the opportunity to study Urdu in Lahore, Pakistan. After applying last winter, she was awarded a fellowship to study on the campus of the Lahore University of Management Sciences (LUMS) from August until December in the intensive Urdu language program.



[2015]: Kelsey Utne (seated on left) with her BULPIP-AIPS cohort spend time with Allama Iqbal's grandson, Muneib Iqbal (standing third from left).

"Living in Lahore was an incredible opportunity," Utne says. Though classwork dominated much of her time, she and her cohort also climbed Mughal forts, visited Sufi shrines, and celebrated Eid. "My favorite classes were on current events, because it helped me to better understand the city and country I was living in. We read local newspapers and almost every week we each had to present on a current issue or news story. And there's a lot going on in Pakistan right now, so these classes also gave us space to ask for background information and clarification about ongoing issues."

One of her most memorable experiences was celebrating Eid al-Adha, or Greater Eid—a Muslim festival which celebrates Abraham's willingness to sacrifice his son Ishmael. "The night before it we went to the market to have mehndi put on our hands. It reminded me a little bit of the US winter holiday season with how the whole market was more festive, more crowded." Traditionally families will purchase a goat or other livestock to sacrifice

on that day, which is then portioned between the family, neighbors, and the poor and needy.

As for holidays back home, it was a little hard to be away for Thanksgiving. "I really missed my mom's cooking! In the week leading up to Thanksgiving I was trying so hard not think about her stuffing. But we were so lucky—Syed Babar Ali, the founder of LUMS, didn't want us to miss out on the holiday.

Since Thursday was just a normal class day with homework and tutorials we did it on that Friday, but we had these exquisite turkeys that Babar Ali had ordered specially for us. They were delivered on a bed of French fries, which was to try to make them 'more American.' And then a good friend of mine hunted all over the city for ingredients so she could make a stuffing, which was just delicious."

Due to security concerns, the students' movements were somewhat limited and for the most part they weren't allowed to travel outside of Lahore. But when there were exceptions, they were quite memorable. "Every day at sundown there is a ceremony at the Atari-Wagah Border between India and Pakistan. It's a huge event and tourists come from all over to watch it, wave flags, and support their country. A couple of years ago I had seen it from the Indian side, and I remember standing on my tiptoes trying to see as much of Pakistan as I could through the gates. It was really important to me that I be able to experience this event from both sides, and so I was so grateful when we were able to go."

BULPIP-AIPS FELLOWS: 2014



MADIHAH F. AKHTER

Madihah is a first year PhD candidate in the history department at Stanford University. Madihah's research interests include modern South Asian history, Islam in colonial India, intellectual history, gender, postcolonial theory and historiography. Madihah conducted research in Urdu for her Master's thesis and looks forward to improving her skills to read Urdu autobiographies, etiquette manuals and travelogues.



ELIZABETH A. BOLTON

Elizabeth is a Ph.D. candidate at the University of Texas at Austin in Media and Cultural Studies from the Department of Radio-TV-Film. Her research interests include: digital media and social justice movements, global news television and political engagement, urban politics in the Global South, postcolonial networks of political satire, Pakistan studies, and Urdu language histories and cultures.



APARNA M. KUMAR

Aparna is a PhD candidate in Art History at UCLA. Her dissertation explores the impact of Partition on the development of visual culture in India and Pakistan in the twentieth century. She began studying Urdu in 2008 while an undergraduate student at Brown University. Her interest in the language was reinvigorated in graduate school when writing her Master's thesis on the contemporary artist, Zarina Hashmi who regularly employs Urdu in the body of her works.



SALEHA PARVAIZ

Saleha Parvaiz is a MA student in the Dept. of Asian Studies at UT Austin. Her research centers on popular Sufism in South Asia and the impact of globalization on spiritual expression. Specifically, she seeks to situate the genre of qawwali within broader South Asian devotional discourses by examining it as a performative ritual and a dialogic text that draws tropes and idioms from Arabo-Persian and Bhakti literary traditions. In 2018



KELSEY J. UTNE

Kelsey Utne is a graduate student at the University of Washington's International Studies department focusing on South Asia Studies. Her research interests include public history and memory in diaspora communities, the memorialization of gender violence, and religious identity. Previously she studied Hindi in Jaipur, India through the Critical Language Scholarship, and is presently studying both Hindi and Urdu at University of Washington.



DAVID W. WEIL

David is enrolled in the Dept. of Near Eastern Studies at Princeton. His research interest is in the comparative history of nationalism, political transformation, and military ideology in 20th-century Turkey and Pakistan, for which he is learning Urdu as well as modern and Ottoman Turkish. He began his formal studies in Urdu with a summer language study at the AIIIS in Lucknow following a year of course room instruction at Princeton.

A report written in 2016

THE CLASS OF 2015 IN PAKISTAN

In the Fall of 2015, the BULPIP-AIPS Urdu Language Program hosted its second batch of students in Lahore. A cohort of six, these students came from a variety of departments and programs (Public Health, Near Eastern Studies, International Studies, Conflict Resolution, Art



The group visits Shahi Qila, the tomb of Mughal Emperor, Jahangir.

History, and Comparative Literature) and institutions

(Columbia, University of Michigan, Georgetown, Cornell, University of Washington, and Princeton).

The students spent approximately fifteen weeks on the campus of LUMS undergoing intensive Urdu language training under the tutelage of two experienced Urdu teachers—Faiza Saleem (who also taught on the program the previous year) and Umar Anjum (who

has been an Urdu lecturer at the University

of Wisconsin). Returning as the Program Manager and lecturer in Urdu poetry was Gwen Kirk (doctoral candidate in Anthropology, University of Texas-Austin).

Although students and program personnel alike had to take basic security precautions, no one missed the opportunity to explore Lahore, meet residents of the city, and pursue their research. By all accounts, the program

highlights were the week-long road trip to Rohtas, Islamabad, Taxila, the Katas

Raj Temple, the Khewra Salt Mines and Murree in October and the Friday speaker series (which hosted artist Salima Hashmi, calligrapher Abdul Basit, traditional Punjabi wrestlers, and actress and dancer Zareen Suleiman, among others).

Reflecting back on their experience, individual students noted: “the BULPIP program was an amazing experience”; “my Urdu was good before the program, it is excellent now”; the Urdu teachers were “absolutely amazing” and “deeply caring”; “LUMS was a comfortable and welcoming space”; “I’m in love with Lahore ”; and, “I highly recommend BULPIP to anyone interested in Urdu or Pakistan”.



The 2015 cohort visit Taxila during their week-long road trip from Islamabad to Murree



On a visit to the Katas Raj Temple and the Khewra Salt Mines



Boat ride across the Ravi to Kamran Baradari, a Mughal hunting lodge followed by a picnic and then cricket

BULPIP-AIPS FELLOWS: 2015



ANUM CHAUDHRY

Anum is doing an MA in Health Behavior and Health Education at University of Michigan. Her research focuses on the use of humanities to promote health and wellbeing and she is interested in the use of arts as way of healing in PTSD patients. She also focuses on the role of religion and how it impacts one's health and outlook on life. She has done two years of Urdu with Professor Syed Ali and hopes to incorporate Urdu poetry in her line of research.



SNEHA DESAI

Sneha is a Ph.D. candidate student in the Dept. of English & Comparative Literature at Columbia University. Her interest in Urdu has flowed from an interest in poetry and translation. She has studied Beginning Hindi-Urdu at UC Berkeley, taken advanced Urdu at Columbia, as well as attended the AIIS Language Program in Lucknow. In 2011 she undertook intensive advanced Urdu studies in India, focusing on 20th century Urdu literature and Ghalib.



NATALIA DI PIETRANTONIO

Natalia is a PhD candidate in the History of Art department at Cornell University. Her doctoral dissertation, "Erotic Visions: Poetry, Literature, and Book Arts from Avadh, 1754-1857," focuses on erotic miniatures such as representations of female nudes and amorous couples produced in and around the Indo-Islamic court of Avadh, India. She has previously studied Urdu at UC-Davis, Cornell University, SASLI, and Lucknow-AIIS.



SARAH FASANO

Sarah Fasano is a Master's Candidate in the Conflict Resolution Program at Georgetown University. She is specializing in South Asian Studies and Radicalization processes. In the future, she hopes to work specifically with conflict between Pakistan and India. She first began studying Urdu on her own with the Rosetta Stone Program, and spent seven months in India studying with AIIS in Lucknow.



LAURA RANDALL

Laura holds an MA in International Studies from the University of Washington, as well as a graduate certificate in Gender, Women, and Sexuality Studies. Her research interests focus on contemporary South Asian women's activisms and movements as they relate to digital spaces, temporality, and collective memory. She began studying Urdu at UW in 2011 and since then has participated in both the summer intensive and year-long AIIS Urdu programs in Lucknow, India.



DAVID W. WEIL

David is enrolled in the Dept. of Near Eastern Studies at Princeton. His research interest is in the comparative history of nationalism, political transformation, and military ideology in 20th-century Turkey and Pakistan, for which he is learning Urdu as well as modern and Ottoman Turkish. He began his formal studies in Urdu with a summer language study at the AIIS in Lucknow following a year of course room instruction at Princeton.

A report written in 2017

THE CLASS OF 2016 IN PAKISTAN

In the Fall of 2016, the BULPIP-AIPS Urdu Language Program hosted its third batch of students in Lahore. A cohort of eight, these students came from a variety of departments and programs (History, Comparative Literature, Visual Studies, Asian Studies, Conflict Resolution, and Education Policy Studies) and institutions (Indiana University, City University of New York, Georgetown, UT-Austin, UC Berkeley, UC Irvine, Harvard, and UCLA).

The students spent approximately fifteen weeks on the LUMS campus undergoing intensive Urdu language training under the tutelage of the program's highly regarded Urdu teachers—Faiza Saleem (who has taught in the program since its inception in the Fall of 2014) and Umar Anjum (who has been with the program since the Fall of 2015). Gwen Kirk returned as the Program Manager and also lecturer in Urdu linguistics and Urdu poetry (Kirk received her doctorate in Anthropology from the University of Texas-Austin in October 2016).

There were many opportunities to explore Lahore and meet residents of the city. A number of students also got to undertake their own research by interacting with local scholars or visiting museums and other archives. The week-long road trip took program participants to Rohtas Fort, Islamabad, Taxila, the Katas Raj Temple, the Khewra Salt Mines, Golra Sharif, and Murree in November and the weekly Friday speaker series (which hosted, philosopher and singer Dr. Muhammad Jawaad, artist Salima



The group at Lahore Fort

Hashmi, calligrapher Abdul Basit, & traditional Punjabi wrestlers, among others).

Reflecting back on their experience, individual students noted: “BULPIP was a transformative educational experience”; “compared to other Urdu language programs BULPIP was extremely well organized and effective”; “my Urdu has gone from average to really good; I really feel well equipped to undertake primary research work now”; the Urdu teachers were “the best language teachers I have ever had (and I have over twelve years of language training under my belt)”; “LUMS was a really safe and welcoming space”; “Lahore is an amazing city that I can now imagine visiting and re-visiting over the years to come”; and, “the BULPIP program is a must-attend for anyone interested in Urdu and Pakistan.”



The BULPIP-AIPS 2016 Cohort



The students at Faiz Ghar

BULPIP-AIPS FELLOWS: 2016



SOHAIB BAIG

Sohaib is doing his Ph.D. in History at UCLA and is studying the Muslim intellectual history of South Asia and the Indian Ocean. His dissertation explores intellectual exchange across South Asia and the Hijaz in the nineteenth and early twentieth centuries, with particular focus on the debates among Muslim scholars on bid'a or religious innovation.



JAMES BATCHELDER

James is a master's student in Conflict Resolution at Georgetown University, focused specifically on conflict in South Asia. He began learning Hindi in high school and discovered an interest in Urdu as an undergraduate at Boston University. He has since spent two academic years studying Urdu in Lucknow, most recently on a Boren Fellowship.



MADIHA HAQUE

Madiha completed her MA in Asian Studies at UT Austin; her MA thesis was on Urdu drama serials in Pakistan. She is interested in Urdu poetry, the transnational popularity of Pakistani media, and South Asian music. She has taken a total of five years of Urdu coursework at a combination of UT Austin, where she also got her undergraduate degree, and AIIS.



NICOLE HEMENWAY

Nicole graduated from U.C. Berkeley in May 2015 with a BA in South Asian Languages and Literatures and a minor in History. Since then, Nicole has spent a year in Lucknow, India studying Urdu and volunteering with a women's legal advocacy organization, followed by a summer in D.C. conducting research with the National Immigration Forum.



TAVLEEN KAUR

Tavleen Kaur is a third year PhD student in Visual Studies at U.C. Irvine researching the role of architecture & urban planning in the built environment of the South Asian American diaspora. She is looking at how the formation of faith-based architectural identity in the public sphere is a process that happens in tandem with the racialization & marginalization of religio-ethnic communities.



MATTHEW MARCUS

Matthew has a B.A. in Political Science from CUNY, Hunter College. His Urdu language training consists of two terms at AIIS, Lucknow and one term with the South Asian Summer Language Institute at University of Wisconsin, Madison. His research interests are in Peace and Conflict Studies and the nuanced intersections of politics, religion, and class in South Asia.



ALEXIS SABA

Alexis is doing her Ph.D. in Education Policy Studies at Indiana University. Her research interests include the right to education in Pakistan and the relationships between development sector workers and intended beneficiaries within education programs targeted towards marginal populations. She has studied Urdu at Indiana University for two years.



LUSIA ZAITSEVA

Lusia Zaitseva is a Ph.D. candidate in comparative literature at Harvard, where she is writing a dissertation on childishness and vulnerability in Soviet-era poetry and prose. She has studied Urdu since 2011 and has participated in the AIIS-Lucknow summer program twice. She is interested in the literary ties and cross-influences between Pakistan and the former Soviet Union.

A report written in 2018

THE CLASS OF 2017 IN PAKISTAN

In the Fall of 2017, the BULPIP-AIPS Urdu Language Program hosted its fourth batch of students in Lahore. A cohort of six, these students came from a variety of departments and programs (International Studies, South Asian Studies, Middle Eastern Studies, Comparative Politics, Environmental Science & Policy, Islamic Studies, and Environmental History) and institutions (University of Michigan, SOAS-University of London, Vanderbilt University, Smith College, and Harvard Divinity School).

The students spent approximately fifteen weeks on the LUMS campus undergoing intensive Urdu language training under the tutelage of the program's highly regarded Urdu teachers—Faiza Saleem (who has taught in the program since its inception in the Fall of 2014) and Umar Anjum (who has been with the program since the Fall of 2015).

The program highlights were meeting cricket legends Mushtaq Ahmed and Yunus Khan (in the famed grounds of the National Cricket Academy), watching a live demonstration of traditional wrestling, and partaking of Lahore's extraordinary culinary offerings. In addition, students really enjoyed the week-long road trip to Rohtas Fort, Islamabad, Taxila, the Katas Raj Temple, the Khewra Salt Mines, Golra Sharif, and Murree in November. The weekly Friday speaker series hosted, Urdu poets and scholars Yasmeen Hameed and Iftikhar Arif, singer Dr. Muhammad Jawaad, artist Salima Hashmi, and calligrapher Abdul Basit, among others).



The BULPIP-AIPS 2017 Cohort at the Naqsh School of Arts



The group at Gaddafi Stadium with cricket legend Yunus Khan (4th from right in green shirt)

Reflecting back on their experience, individual students noted: "BULPIP-AIPS program was an incredible experience that gave me a chance to work and travel in Pakistan, something I was unsure I would ever have been able to do otherwise. I am extremely grateful for the experience and look forward to the next time I am able to travel to Pakistan;" "Faiza and Umar made this program what it is. My Urdu improved, and they were such incredible teachers. I'm glad I came to Lahore, that I got to see all the places and sights that I'd wanted to see for years, even with the restrictions put on the cohort. I appreciated spending a substantial length of time in Pakistan; it further shaped how I understand the politics of the country and South Asia at large."



The students with cricket legend Mushtaq Ahmed (in hat front center) in the National Cricket Academy

BULPIP-AIPS FELLOWS: 2017



AZZAH AHMAD

Azzah Ahmen is a MA candidate in the South Asia, Environmental History Department at SOAS University of London. She completed her BA at Syracuse University in International Relations and Middle Eastern Studies. Azzah will be applying for PhD. Programs in South Asian History, with a focus on colonial division of the canal networks in Punjab and the implications that arise in the decision-making on Pakistani water policy.



ALI IMAM

Ali Imam is a graduate of the University of Michigan, where he received his BA in Economics and International Studies. At the University of Michigan, he conducted initial research on conservative Islamist political parties within the South Asian subcontinent. Ali looks to further his grasp on the Urdu language and hopes to further research the design and implications of historical Pakistani architecture as well as the intersection of art, music, and politics within Pakistan.



VERONICA CANAS

Veronica is a recent graduate of Harvard Divinity School where she completed her MTS in Islamic Studies. Her research interests are shared devotional practices and devotional literature in Pakistan and Northern India and the construction of gender and identity. She began studying Urdu in 2015 at the South Asia Summer Language Institute in Madison, Wisconsin and has participated twice in the CLS Urdu language program in Lucknow.



SHELBY HOUSE

Shelby House has a BA in Middle Eastern & South Asian Studies and Comparative Politics from Vanderbilt University. Her research interests include Pakistani domestic politics, counterterrorism, and American foreign policy in South Asia. After the BULPIP program, she intends to return to the States to pursue work in journalism and law with a focus on South Asian diaspora communities. She has been an Urdu language fellow at the AIIS in Lucknow.



AREEJ JAHANGIR

Areej has a BA in Environmental Science and Policy from Smith College. The focus of her research is water security in Pakistan as a function of its history, geographic location, political divisions, economics, and sociology. Areej has grown up with Urdu around her and looks to improve her language proficiency, especially in reading and writing, to work with Pakistani and South Asian communities on environmentally, economically, and socially viable water solutions.



GABRIEL SAHEB

Gabriel is a Masters student currently studying at SOAS University in London. He has been studying Urdu for the past year at SOAS. For his M.A. thesis, he is researching South Asian media portrayals of the Hazara community in Baluchistan. He also has interests in Urdu writings related to Saadat Hasan Manto, water rights issues within Pakistan, as well as general geopolitical issues within South Asia.



MARIAM YOUSUF

Mariam studies Economics at UC Davis. She is interested in the macro-economy of British India in the late-nineteenth to early-twentieth century. Her interest in Urdu developed during her summer visits to Pakistan. Although she could speak and understand Urdu, she studied Urdu at UC Berkeley to formally study the language. She would like to continue her formal education in Urdu in order to conduct economic research about South Asia.

WHAT THEY'RE SAYING



HANNAH BLOCH

WASHINGTON, DC- BASED JOURNALIST; WALL STREET JOURNAL WORK IN PROGRESS COLUMNIST; FORMER TIME PAKISTAN & AFGHANISTAN CORRESPONDENT; NATIONAL GEOGRAPHIC WRITER; BULPIP FELLOW: 1989



I was a student with the Berkeley Urdu Language Program in Lahore from 1989-1990, and it changed my life. I had just earned master's degrees in journalism and international affairs at Columbia University, and I wanted to become a foreign correspondent in Pakistan. Few people thought this would actually be possible — the Soviet war in Afghanistan was over, and U.S. news interest in Pakistan had dwindled. But I was convinced of its importance. With a year of classroom Urdu instruction already under my belt, I looked forward to what I'd learn in BULPIP's immersive language study.

I was not a brilliant Urdu student. But my experience in BULPIP's small, intensive classes and living with a host family in Lahore's Old City (along with Griff Chaussée, another BULPIP student whose language skills were more advanced — he now teaches Urdu at the University of Virginia) stretched my proficiency and opened up an important new world of understanding.

I returned to New York City after my program ended in the summer of 1990, and several months later, was hired by TIME magazine. I worked as a reporter in the science, culture and international sections. At that point, TIME covered Pakistan from its New Delhi bureau. I made it known to anyone who'd listen that I spoke Urdu. I wrote a short freelance piece about an encounter I had

with a taxi driver from Lahore for the New York Times' Metropolitan Diary (<https://www.nytimes.com/1991/10/23/garden/metropolitan-diary-714091.html> scroll down).

Five years later (by which time I was a general assignment reporter in the Washington bureau), TIME created a new, fulltime reporting position in Islamabad — and appointed me as the magazine's first-ever Pakistan correspondent.

The editor who created the position and hired me was impressed ("amazed," as he told a colleague) to learn that I spoke Urdu. So few Americans did. I held the Pakistan assignment for six years, from 1996 to 2002, and was able to approach the country in a different, deeper and more nuanced way than many other foreign journalists, particularly those who parachuted in for the first time after the attacks of Sept. 11, 2001. Much of my work was informed by my BULPIP experience and the deep understanding of Pakistan that I'd gained in my time as a student. Members of my host family even helped guide me on reporting I did for TIME on the 50th anniversary of India's Partition. (And I was proud, years later, to learn that my Urdu professor at Columbia, Frances Pritchett, had included one of my TIME stories in her list for students of suggested reading regarding Islam in South Asia. http://www.columbia.edu/itc/mealac/pritchett/00islamlinks/islam_articles.html)

The understanding I gained of both Urdu and of Pakistan during my BULPIP year helped shape my career, my journalism and my life in important ways. I was glad to learn of the program's recent return to Lahore. Pakistan has undergone enormous changes since my BULPIP year, and I believe understanding it remains as important as ever.

URDU TEACHER TRAINING PROGRAM

THE BERKELEY-AIPS URDU TEACHER TRAINING PROGRAM AIMS TO
FOSTER COOPERATION BETWEEN ACADEMIC INSTITUTIONS IN THE U.S.
AND PAKISTAN AS WELL AS DEVELOP "URDU AS A SECOND LANGUAGE"
TEACHING CAPACITIES IN PAKISTAN



BY THE NUMBERS – TEACHERS 2014 - 2017

6



PAKISTANI
INSTRUCTORS
TRAINED

2 Female

4 Male

TRAINING COMPONENTS OF PROGRAM

1. Participation in the South Asia Summer Language Institute
2. Semester-long mentoring program hosted by a partnering university in the U.S.
3. Training workshops administered by leading scholars of Urdu in the U.S.

INSTITUTIONAL AFFILIATION OF TRAINEES

1. Govt. Zamindar Post Graduate College, Gujrat
2. Habib University, Karachi
3. Forman Christian College, Lahore
4. Lahore University of Management Sciences
5. Govt. Post Graduate College for Women, Rawalpindi
6. Bahauddin Zakariya University, Multan

BULPIP-AIPS TEACHING FELLOWS 2014-2017

SIDRA AFZAL

Urdu Instructor, BULPIP-AIPS
BULPIP-AIPS Fellow 2016



AHMED ATTA

Urdu Lecturer, Zamindar College
BULPIP-AIPS Fellow 2016



INAMULLAH NADEEM

Asst. Professor, Habib University
BULPIP-AIPS Fellow 2016



FAIZA SALEEM

Urdu Instructor, BULPIP-AIPS
BULPIP-AIPS Fellow 2017



BILAL TANWEER

Asst Professor, LUMS
BULPIP-AIPS Fellow 2017



MUHAMMAD UMAR ANJUM

Urdu Instructor, BULPIP-AIPS
BULPIP-AIPS Fellow 2018



BULPIP-AIPS TEACHING URDU AS A SECOND LANGUAGE TRAINING PROGRAM

OUTCOMES

BY THE END OF THE PROGRAM THE URDU LECTURER WILL BE EXPECTED TO:

- CREATE AND TEACH A BEGINNING COURSE IN URDU AS A SECOND LANGUAGE
- CREATE AND TEACH AN INTERMEDIATE COURSE IN URDU AS A SECOND LANGUAGE
- BE ELIGIBLE TO APPLY LATER FOR A ONE SEMESTER/ QUARTER PLACEMENT AT A US-BASED UNIVERSITY TO DEEPEN THEIR TRAINING AS A TEACHER OF URDU AS A SECOND LANGUAGE

INCLUSIONS

- ROUND TRIP ECONOMY CLASS AIRFARE FROM PAKISTAN ON A US CARRIER
- VISA FEES FOR THE US
- HOUSING IN THE US
- WEEKLY MAINTENANCE ALLOWANCE
- MEDICAL INSURANCE COVERAGE FOR THE DURATION OF THE PROGRAM

ELIGIBILITY

- OPEN TO URDU TEACHERS BASED IN PAKISTAN WITH DEMONSTRATED EXPERIENCE TEACHING URDU LANGUAGE CLASSES AT THE COLLEGE OR UNIVERSITY LEVEL
- FLUENCY IN URDU AND ENGLISH
- AN M.A. IN URDU LANGUAGE OR LITERATURE, LINGUISTICS, OR A RELATED FIELD IS DESIRED

WHAT THEY'RE SAYING



BILAL TANWEER
ASSISTANT PROFESSOR,
DEPT. OF HUMANITIES
& SOCIAL SCIENCES;
CO-DIRECTOR, GURMANI
CENTER FOR LANGUAGES
& LITERATURE, LUMS
BULPIP TEACHING
FELLOW: 2017



As someone new to the teaching of Urdu as a second-language, I participated in the 2017 BULPIP Urdu Teacher Training Program held at University of Wisconsin-Madison and the University of Washington-Seattle. During the 5-weeks of the program, I had a chance to attend intensive pedagogy workshops, shadow instructors and attend classes, meet students, and to observe first-hand the extraordinary intellectual commitment of the designers and coordinators of the program.

It was eye-opening to see how rigorously the program was developed and conducted. Every single aspect of teaching and assessment had been thought through, the expectations and the roles of the instructors were clearly laid out. As a result, the students in the classes made visible and tangible progress both in terms of spoken and written language in every single class.

This program's innovative pedagogy and rigorous assessment methods were eye-opening for me. As the co-Director of the Gurmani Center for Languages and Literature at LUMS (Lahore, Pakistan), I am now working to introduce these methods for language classes in our university. This program serves as a rich resource for those who are attempting to innovate language teaching across the world. The resources developed in and through this program have a far-reaching impact.

Separately, the BULPIP Urdu Fellowship Program is tremendously useful for U.S.-based students to get more than a years worth of Urdu language training in a matter of months and to do so through an immersive experience in Pakistan.

A Report

TRAINING URDU LANGUAGE TEACHERS FROM PAKISTAN

In 2016 the BULPIP-AIPS Urdu Teacher Training Program hosted three Pakistan-based Urdu lecturers—Sidra Afzal (Government College for Women, Rawalpindi), Ahmed Atta (Government Zamindar College, Gujrat), and Inamullah Nadeem (Habib University, Karachi). They spent five weeks attending the Summer 2016 SASLI Urdu program at the University of Wisconsin-Madison. As well as sitting in on Beginning and Intermediate Urdu classes, the lecturers also had many other opportunities to learn the latest techniques of Urdu training to non-native learners. Upon completion of the SASLI part of their program, the participants flew to the Austin, Texas, where they went through a three-day workshop under the guidance of Dr. Akbar Hyder (UT-Austin), Ms. Shahnaz Hassan (UT-Austin) and Dr. Jameel Ahmed (University of Washington-Seattle). All the participants remarked about the usefulness of the summer program for their future Urdu teaching.



[2016]: Ahmed Atta, Inamullah Nadeem, and Sidra Afzal



[2017] From L: Salman Hyder, Bilal Tanweer, Syed Akbar Hyder, Jameel Ahmed, Syed Babar Ali, and Max Bruce

In the spring of 2017, the program brought Sidra Afzal back to participate in a three-month-long training program at the University of Washington, Seattle. At the University of Washington, Ms. Afzal was hosted by the South Asia Center and trained by Mr. Jameel Ahmad, a Senior Urdu lecturer in the Department of Asian Languages and Literature.

Also in Spring 2017, the program sponsored Faiza Saleem to be trained at the University of Texas, Austin. Ms. Saleem is completing her PhD. in linguistics from Bahauddin Zakariya University in Multan and has been serving as an Urdu instructor for the Berkeley-AIPS Urdu Language Program in Pakistan since its inception in

2014. Ms. Saleem was hosted by the South Asia Institute and trained by Dr. Akbar Hyder, Associate Professor in the Department of Asian Studies.

In Summer 2017, the program sponsored Bilal Tanweer, an Assistant Professor in the Dept. of Humanities & Social Sciences at the Lahore University of Management Sciences. Mr. Tanweer spent five-weeks attending the Summer 2017 SASLI Urdu program at the University of Wisconsin-Madison. Following his stint in Madison, he attended a two-day workshop at the University of Washington where he received further training in curriculum design and development.

In Spring 2018, the program sponsored Umar Anjum, an Urdu Language Lecturer who has been with the BULPIP program in Lahore since Fall 2015. Mr. Anjum was hosted by UC Berkeley and spent eight-weeks being trained by Dr. Max Bruce, Urdu Lecturer in the Department of South and Southeast Asian Studies.

Looking ahead, in the Fall of 2018, BULPIP-AIPS is planning a three-week long Urdu as a Second Language workshop in Lahore. We anticipate inviting 15 to 18 Pakistan-based Urdu language teachers to participate.



[2018]: Umar Anjum visiting the Institute for South Asia Studies, UC Berkeley

BULPIP-AIPS URDU TEACHERS' TRAINING WORKSHOP

July 10-11, 2017
South Asia Resource Center,
University of Washington, Seattle

FACULTY LEAD:

Syed Akbar Hyder, *Associate Director, Hindi-Urdu Flagship Program; Associate Professor, University of Texas, Austin.*

Jameel Ahmad, *Senior Urdu Lecturer, Asian Languages & Literature, University of Washington, Seattle*

Maxwell Bruce, *Urdu Lecturer, South & Southeast Asian Studies, University of California, Berkeley*

PARTICIPANTS

Bilal Tanweer, *Assistant Professor, Humanities & Social Science, LUMS, Lahore*

Jennifer Dubrow, *Assistant Professor, Asian Languages & Literature, University of Washington, Seattle*

Rafeel Wasif, *PhD. Student, Economics, University of Washington, Seattle*

Faiza Saleem, *Urdu Language Instructor, BULPIP-AIPS, Lahore (via Skype)*

Umar Anjum, *Urdu Language Instructor, BULPIP-AIPS, Lahore (via Skype)*

AGENDA

Session 1

Syed Akbar Hyder: Overview of Language Proficiency Guidelines

Session 2

Max Bruce: Teaching Grammar Through Urdu Poetry

Session 3

Jameel Ahmad: How to Prepare a "Lesson Plan"

Session 4

Designing a Semester-long Course on Advanced Urdu

Session 5

Syllabus for 2017 BULPIP-AIPS students

Session 6

Jameel Ahmad: Designing an Urdu News Reader

Session 7

Bilal Tanweer: Teaching Demo (30 minutes each)

Session 8

Curriculum Development

Syed Akbar Hyder: *Urdu Nama:* Additional Grammar Exercises

Max Bruce: Grammar through Poetry

Jameel Ahmad: Urdu News Reader

WHAT THEY'RE SAYING

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My BULPIP experience took place in Lahore, Pakistan in the spring of 1987. Besides learning Urdu, the program featured some excellent field trips and adventures to different parts of the country, including rural Punjab, Swat Valley, Gilgit, Hunza Valley, and Peshawar. The best part, however, was living with a Pakistani family and getting to know them, their relatives, customs, food and fun. After earning a Master's degree at Columbia School of International and Public Affairs, I started a career in TV news journalism, and have been producing at CNN International for 23 years, based in Atlanta. During that time I was able to visit Pakistan twice, most notably right after 9/11 when I was deployed to Quetta for several weeks to manage the reporters covering the refugees from Afghanistan, as well as reporters heading into Kandahar. Although the size and cost of the BULPIP program is small, I believe it provides a great and lasting benefit to American power and influence in the world. In my year alone were people who went on to careers in journalism, international organizations, diplomacy, religion, academia – in each case bringing with them a better understanding of Pakistan, South Asian geopolitics, and Islam. In my own case, I know that BULPIP has translated to CNN having incrementally better coverage of Pakistan for 23 years. I am sure that each participant can point to BULPIP elevating their value to their employer, across a wide range of disciplines. And of course there will be some who serve government directly. But even if they end up elsewhere, such as academia, they may end up influencing and teaching a person who goes on to serve the government directly. For these reasons, I believe the U.S. investment in BULPIP is a sound and strategic decision.



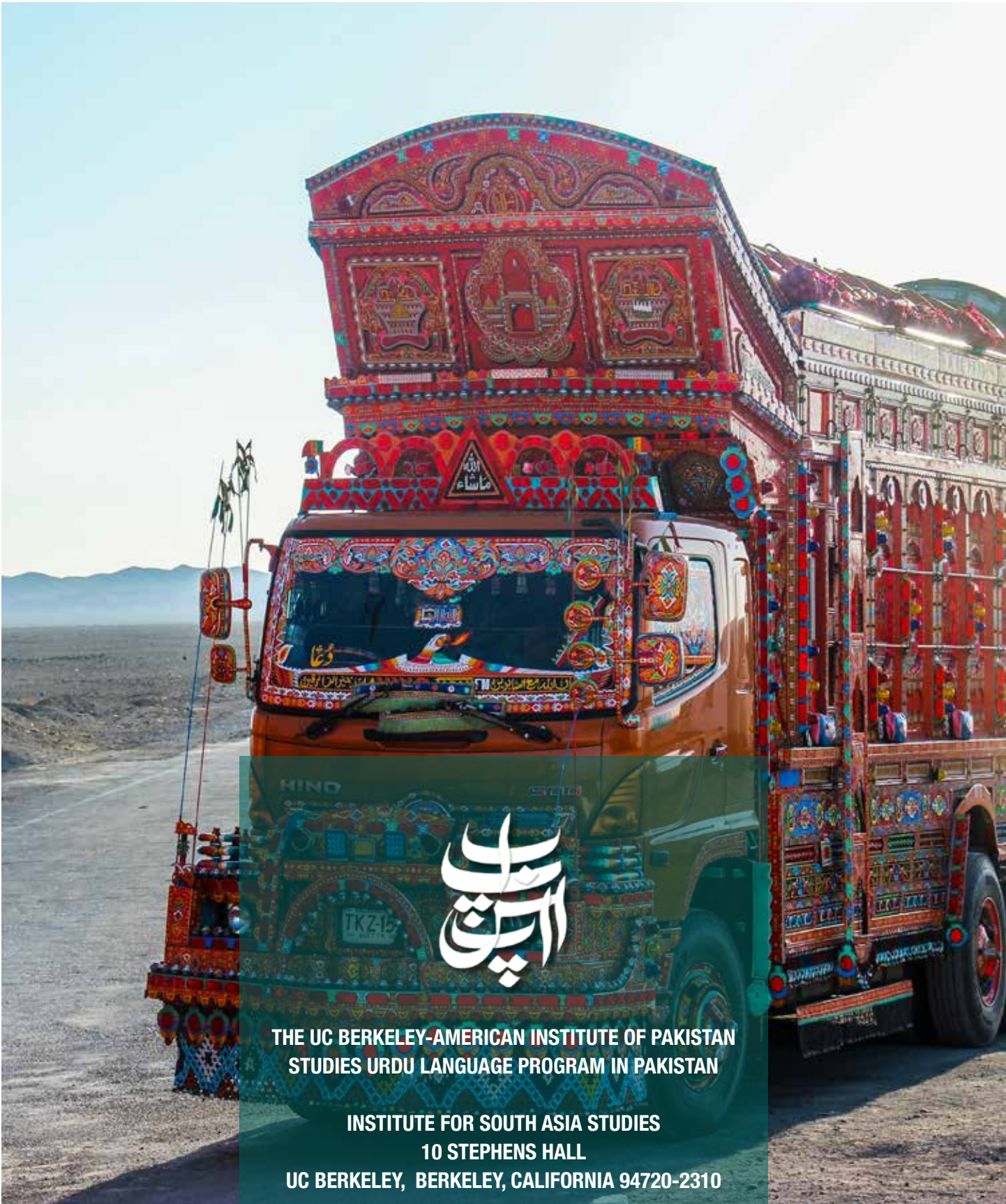
STEVE TUEMMLER
CNN INTERNATIONAL
BULPIP FELLOW: 1987



RITA B. AKHTAR
EXECUTIVE DIRECTOR,
U.S. EDUCATIONAL
FOUNDATION, PAKISTAN
BULPIP FELLOW: 1982

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It's hard to describe how important BULPIP was in my life and eventual career; I can't imagine what I would have become without this opportunity. While I was still a graduate student, BULPIP introduced me to Pakistan and gave me language skills to operate beyond the surface level. Building on my BULPIP experience, I returned to Pakistan on a Fulbright-Hays Doctoral Dissertation grant. Since 2005, I've been working at the United States Educational Foundation in Pakistan (Fulbright Commission) to help give similar scholarship opportunities for study in the United States to Pakistanis and to bring U.S. scholars to Pakistan. I was on BULPIP, Class of '82 and since then opportunities to get to know Pakistan have actually decreased. BULPIP is more important than ever.



**THE UC BERKELEY-AMERICAN INSTITUTE OF PAKISTAN
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