



Lahore University of Management Sciences

HIST 243 & POL 246 British Empire, Frontier Governmentality and Tribal Relations (Summer 2024)

Instructor	Dr. Jahanzeb Baloch
Room No.	Room 138 / G-0073 (Academic Block REDC Side)
Office Hours	
Email	Jahanzeb.baloch@lums.edu.pk
Telephone	NA
Secretary/TA	
TA Office Hours	
Course URL (if any)	

Course Basics			
Credit Hours	4 CHs		
Lecture(s)	05 days a week	Duration	95 minutes each lecture

Course Distribution	
Core	NA
Elective	Yes
Open for Student Category	Sophomores and Junior
Close for Student Category	

COURSE DESCRIPTION
<p>This module provides students with an introduction to colonialism and its state formation. Coloniality is generally taught at universities and most of the students did not get the essence of colonialism in such general courses. However, in the course it would be endeavored to make sense of Coloniality and decoloniality, not only in state formation rather a complete discourse produced by the colonial masters about the cultures, identities, and histories of the region. The course includes stages of pre-British history of the region, British arrival, and transformation of the social, political, and cultural life of the native people. The course includes two regions as case studies which are Northwestern frontier (which is modern day KPK and former FATA) and Southwestern frontier (Balochistan). These case studies would include the British State formation policies and collaboration and resistance of the native people against the Raj policies. The birth of modern politics in these remote and tribal societies would also be one of the key components of the course.</p>



Lahore University of Management Sciences

COURSE OBJECTIVES

- Have an understanding of the key theories, issues and debates in Coloniality.
- Have the capacity to assess various theories and frameworks of Colonialism and frontier state formation.
- Have an understanding of the colonial discourse (which still persists) on tribalism and how to deconstruct it?
- Have the ability to apply postcolonial/Decolonial theories and methods on case studies other than frontier region.

Learning Outcomes

- Students will be able to learn and apply the Postcolonial and Decolonial theories on discourse developed on former NWFP and Balochistan by the colonial episteme.
- Students will be able to explain different structures and theories of tribalism.
- Students will be able to compare and contrast different legal system of colonial Frontier Governmentality (i.e., FCR, Customary Laws and British Civil/Criminal Laws).
- Students will learn the historical, cultural and socio-political evolution of the Northwest (KPK) and Southwest (Balochistan) frontiers of British India.

Grading Breakup and Policy

Attendance:	10
Class Participation:	15
Response Papers:	15
Mid Term Exam:	25
Final Exam:	35

Attendance: There will be a maximum of two unexcused absences allowed for this course throughout the semester. Attendance will be marked before and after the break. Using electronic devices during lectures is strictly prohibited.

Class Participation: CP will be marked qualitatively and a maximum of two points can be awarded in a lecture.

Response Papers

Students will be asked to write a few paragraphs on a given prompt and will have to be submitted on LMS.

A total of 2 Response Papers will be taken:
 $7.5 \times 2 = 15$ Marks

There is no N- policy for Response Papers.



Lahore University of Management Sciences

Mid-Term Exam	The Mid-Term exam for this course will be taken (in-person). The syllabus and relevant details will be shared later in the class.
Final Exam	The Final exam for this course will be taken (in-person). The syllabus and relevant details will be shared later in the class.

Academic Honesty Policy

The principles of truth and honesty are recognized as fundamental to a community of teachers and students. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind. Plagiarism, cheating and other forms of academic dishonesty are prohibited. Any instances of academic dishonesty in this course (intentional or unintentional) will be dealt with swiftly and severely. Potential penalties include receiving a failing grade on the assignment in question or in the course overall. For further information, students should make themselves familiar with the relevant section of the LUMS student handbook.

Anti-Harassment Policy:

- MGSHSS, LUMS and particularly this class, is a **harassment free zone**. There is absolutely **zero tolerance** for any behavior that is intended or has the expected result of making anyone uncomfortable and negatively impacts the class environment, or any individual's ability to work to the best of their potential.
- If you think that you may be a victim of harassment, or if you have observed any harassment occurring in the purview of this class, please reach out and speak to me. If you are a victim, I strongly encourage you to reach out to the Office of Accessibility and Inclusion at oi@lums.edu.pk or the sexual harassment inquiry committee at harassment@lums.edu.pk for any queries, clarifications, or advice. You may choose to file an informal or a formal complaint to put an end of offending behavior.

COURSE OVERVIEW

Important Note.

All the sessions are divided into two parts i.e. Lecture sessions and Reading Discussion sessions and there might be an addition of more reading as it may be required.



Lahore University of Management Sciences

Module 1 (Colonial, Postcolonial and Decolonial Studies)

Session # 01 & 2: Introduction to Colonial and Postcolonial studies.

(Robert J.C Young. *Post Colonialism: A Very Short Introduction*. Chapters 1, 2 and 4 p.no 9 to 26, and 68 to 92.)

(Patrick Williams and Laura Chrisman. *Colonial Discourse and Postcolonial Theory*. Chapter 1, an Introduction. Page .no 1 to20)

Additional Readings

Patrick Williams and Laura Chrisman. *Colonial Discourse and Postcolonial Theory: A Reader*. (London: Routledge, 2013).

Edward Said. *Orientalism*. (1978 rpt. London: Penguin Books, 2001).

Session # 03: Introduction to Decoloniality.

(Madina V. Tlostanova & Walter D. Mignolo. *The Logic of Coloniality and the Limits of Postcoloniality: Colonial Studies, Postcoloniality, and Decoloniality* {in edited book}, *Learning to Unlearn: Decolonial Reflections from Eurasia and the Americas*. Columbus: The Ohio State University press, 2012), Chapter 1 , pp. 31-59.

Additional Readings:

(Boaventurade Sousa Santos. *Epistemologies of the South: Justice against Epistemicide*. Routledge: London, 2014)

(Activity: Please Prepare a chart Map outlining various Positionalities existing in literature on Colonial and Decolonial studies), It should also include fictional work (Such as Novels, Short Stories and Poetry)

Module 2. (Precolonial and Colonial State Formation in South Asia)

Session # 04: State Formation and its evolution in World and South Asia?

Toung VU. *Studying the State through State Formation*. (World Politics, No. 1, Princeton University: 2010). pp. 148-75.



Lahore University of Management Sciences

Session # 05: History of East India Company and its emergence as Colonial Power

William Dalrymple. *The Anarchy: The Relentless Rise of the East India Company*, Introduction Part

Session # 06 & 7: Colonial state formation in British India

Adnan Naseemullah. *Patchwork States: The Historical Roots of Subnational Conflict and Competition in South Asia*. (Cambridge: Cambridge University Press, 2022) Chapter. 02, {Political Order, State Formation, and Typologizing Colonial Rule}, pp. 27-52.

Additional Reading

Niaz, Ilhan. *The State During the British Raj: Imperial Governance in South Asia 1700–1947*. Karachi: Oxford University Press, 2019.

Session # 08: Colonial State Formation In Princely India

Waltraud Ernst and Biswamoy Pati. *India's Princely States People, princes and colonialism* Chapter 01

Session # 09: British system of Direct and Indirect rule.

Mahmood Mamdani. *Define and Rule*, Nativism: The Theory Sir Henry Maine and the Post-1857 Crisis of Empire. Ch 1 pg 6-42

(Activity: Various groups in the class, would be assigned topics on Pre-colonial and Post history of South Asia and Present case studies of different states and cities)

Module 3. (Theories of Tribalism)

Session # 10: Anthropology and the study of Tribalism

D. Sneeth. *The Headless state*. Ch 2 *The myth of the kinship society evolutionism and the anthropological imagination* pg 39-64,



Lahore University of Management Sciences

Session # 11: Turco-Mongolian Model of Tribalism

Ernest Gellner. *Tribalism and the State in the Middle East (In Tribe and State formation in Middle East)*. pp. 109-126.

Session # 12: Afro-Arabic Model of Tribalism

Steven C. Caton. *Anthropological Theories of Tribe and State Formation in the Middle East: Ideology and the Semiotics of Power (In Tribe and State formation in Middle East)*. pp. 74-104

Module 4. (British Empire, Frontier Governmentality and Tribalism)

Session # 13 & 14: Politics of Boundary Commissions (KPK, Balochistan)

Brobst, Peter John. "Sir Frederic Goldsmid and the Containment of Persia, 1863-73." *Middle Eastern Studies*, vol. 33, no. 2, 1997, pp. 197–215

Qassem, Ahmad Shaye, and H. M. Durand. "Pak-Afghan Relations: The Durand Line Issue." *Policy Perspectives*, vol. 5, no. 2, 2008, pp. 87–102

Session # 15: Colonial Modernity and development

Mustapha Kamal Pasha. *Colonial Political Economy: Recruitment And Underdevelopment In The Punjab*, Oxford University Press, Chapter IV, pp 150-193

Session # 16 & 17 : British state Formation in Northern India (KPK & FATA)

Salman Bangash. *The Frontier Tribal Belt: Geneses and Purpose under the Raj*. (Karachi: Oxford University Press, 2016). Chapter 3. pp. 213-250.

Session # 18: British State Formation in Gilgit Baltistan

Sökefeld, M. (2015). Anthropology of Gilgit-Baltistan: Introduction. *Ethnoscripts*, 16(1)



Lahore University of Management Sciences

Session # 19 & 20: British State Formation Southern India (Balochistan)

Nina Swidler. *Remotely Colonial: History and Politics in Balochistan*. (Karachi: Oxford, 2014). Chapter 3. pp. 48-78.

Session # 21: Legal systems of the colonialism and birth of new identities.

B.D Hopkin. *The Frontier Crimes Regulation and Frontier Governmentality*. (Journal of Asian Studies. 2015. Vol. 74).pp.369-389.

(Activity: The class would be divided into various groups, and they would make models on charts and would present a dress manifestation of different across the world assigned to them, They would also present the history, structure, sociology, politics and culture of each tribe assigned to them)

Module 5. Empire and Tribe relations: The effects and Legacies

Session # 22 & 23: Socio-political and cultural transformation of the colonial frontier regions.

Nina Swidler. *Remotely Colonial: History and Politics in Balochistan*. (Karachi: Oxford, 2014). Chapter. 09, pp. 244-289.

Additional Reading

Fred Scholz - *Nomadism & Colonialism _ a Hundred years of Baluchistan, 1872-1972*. (Oxford University Press.2002)

Session # 24: Birth of modern Politics in Frontier regions.

Sayed Wiqar Ali Shah. *North-West Frontier Province: History and Politics*. (Islamabad: NIHCR, Qaid-I-Azam University, 2007), pp.57-89.

Martin Axmann. *Back to the Future: The Khanate of Kalat and the Genesis of Baloch Nationalism, 1915-1955*. (Karachi: Oxford University Press, 2008). Chapter. 3

Session # 25: Legacies of the colonial knowledge and decolonizing it.

Martin Bayly. *Mounstuart Elphinstone, Colonial Knowledge and 'Frontier Governmentality' Northwest India: 1849-1878*. In, *Mounstuart Elphinstone in South Asia_ Pioneer of British Colonial Rule*, eds. Shah Mahmoud Hanfi. (Oxford University Press: 2019). pp. 249-274.



Lahore University of Management Sciences

Policy Report. *Pakistan's Tribal Areas: Appeasing the Militants*. (International Crisis Group. Asia Report. No. 125- 11 December 2006). pp. 1-27

Additional Readings

B.D Hopkins. *Ruling the Savage Periphery: Frontier Governance and the Making of Modern State*. (Harvard University Press, 2020.)

Swati Parashar and Michael Schulz. *Colonial legacies, postcolonial 'selfhood' and the (un)doing of Africa*. (Third World Quarterly, 2021, VOL. 42, NO. 5). pp. 867–881

(Activity): Class would be assigned short paper of 2000-3000 words on Durand line border various crossings. They would present their work Infront of the class in the form of chart or visual presentation. Along with that other students would be assigned major conflicting borders around the world).

Session # 26: Legacies of the colonial State Formation in postcolonial Pakistan

Hamza Alavi. *The State in Post-Colonial Societies: Pakistan and Bangladesh*

Revision Sessions & Final Exam