**HIST 229: How South Asia Shaped the World**

Fall 2018

Instructor:       Dr. Ananya Chakravarti

Office:             ICC 620

Office hours:   F, 10:00-12:00, or by appointment. Extra hours will be scheduled in weeks where major assignments are due. **NOTE THAT ALL STUDENTS ARE REQUIRED TO MEET WITH THE INSTRUCTOR IN THE FIRST FOUR WEEKS OF CLASS TO BEGIN DISCUSSING FINAL PROJECTS**

Phone:             7-6061

Email:             ac1646@georgetown.edu

Class:              TR, 11:00-12:15 am, ICC 107

**Course description**:

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**Course description**:

This course will examine the long history of South Asia in a global context. In doing so, it will emphasize the networks and connections through which people, ideas and goods from the subcontinent have circulated globally from the ancient to the modern period. We will consider the development, circulation and appropriation of yoga from ancient India to the modern US. The second unit will trace the history of indigo dye, from its origins as a luxury product in the ancient world, to its role as a cash crop in the global colonial economy to the mass production and consumption of blue jeans. The third section will follow the circulation of South Asian indentured servants and the circulation of notions of racial and caste justice and civil rights between South Asia and the US.

**Course goals**

This course will introduce students to some major concepts in global history, through the lens of South Asia. Students will also learn how to research and write an academic essay and analyze primary sources.

**Classroom etiquette**

Cellphones must be turned off upon entering the classroom. **If a cellphone goes off in the middle of class, a pop quiz will be given to the whole class.**

The use of laptops or any other electronic devices are strictly forbidden during class. (If you have disability-related needs requiring electronic aids for note-taking, please see the instructor.) Otherwise, all notes must be taken the old-fashioned way- with pen and paper.

**Students should bring a copy of class readings to all discussion sessions.**

**Attendance policy:**

Students must inform the instructor **during the first week of classes**about any planned absences during the course of the semester (for example, for religious observances or extra-curricular activities). Depending on the number of foreseeable absences, the student may be asked to withdraw from the course.

Students may miss one discussion session with no penalty. Each further absence will result in the loss of half a grade. More than four absences will result in automatic failure.

If students miss a discussion session for unavoidable medical or personal reasons, the absence may be excused by the instructor. Please contact the instructor as soon as possible and bring any relevant documentation (e.g. of illness) to the meeting. Even if absences are excused, students remain responsible for assigned work and will be provided with the opportunity to make up any missed work without penalty.

Students with documented and qualifying learning, physical and psychological disabilities should contact the Academic Resource Center (ARC).  Students registered with the ARC must present the instructor with a letter from the ARC outlining the recommended accommodations at the beginning of the semester.

Resources are available for all students, including those not registered with ARC, when they experience overwhelming life events or academic pressures. For more information, please see: http://caps.georgetown.edu/

**Grading**:

*Participation*(30%): The success of this course will depend on students coming prepared to discussions sessions and participating actively in our shared conversation. Each week, beginning in the third week, students will lead the discussion by presenting a succinct summary of the readings and raising questions for the group based on those readings. Students must turn in a 1-2 page reading summary to circulate to the whole discussion group once during the semester. This will be done via rotation. In addition, students must present one primary source during class over the course of the semester.

One of the goals of this course is to help students hone their ability to write an academic research paper. The following assignments are aimed at helping students prepare for and write the final essay for this course.

*Yoga mid-term*(15%)

*Material object analysis assignment (20%)*: Students will be expected to write a 5-7 page reflection on Mohreshin Allahyari’s Material Speculation: ISIS, based on our course visit to the Gelardin Media Center.

*Final essay* (35%): Students will be required to write a 12-15 page research paper (not including the bibliography) on one of two possible areas:

* The paper can examine the global circulation of a diasporic peoples or person related to South Asia. It is strongly encouraged that students start researching their topics early in the course. All papers must be original and present a clear argument with supporting evidence. The bibliography should include at least one academic monograph.
* Students will be expected to visit the Freer-Sackler Museum and choose an object of South Asian origin. Students will then write an analysis of the provenance and circulation history of the object. What is the historical context in which the object was created? How did it come to be in DC? What meaning did it have in its original context and how has that changed in DC?

Students are required to meet with the instructor in advance for approval of the paper topic early in the semester. Students are strongly encouraged to submit a detailed, written outline for the paper, indicating their thesis and the evidence used in its support, in advance of this meeting with the instructor.

ALTERNATIVELY, students may instead write a creative historical narrative. For this assignment, the student can write a fictional story (8-10 pages) that demonstrates the idea of global circulation in history.  The story must be accompanied by a short commentary (4-5 pages), explaining the historical background upon which it is based.  The story itself should be extensively footnoted to demonstrate the research the student has done in writing the story and to show how it is based in historical fact. Again, the bibliography must include at least one academic monograph.

Late submission will result in the loss of one grade for each day the assignment is late.

All written work for the course must be double-spaced, paginated, in 12-point Times New Roman type, with one-inch margins on all four sides, and with your name, name of the class and the date, single-spaced and in the upper left-hand corner of the first page. The title of the paper or assignment must be presented in bold 12-point font on the first page. Footnotes must be in 10-point font and single-spaced; do not use endnotes or in-line, parenthetical citations.

Please use the Chicago style for all citations: [http://www.chicagomanualofstyle.org/tools\_citationguide.html (Links to an external site.)Links to an external site.](http://www.chicagomanualofstyle.org/tools_citationguide.html)

**Please familiarize yourself with the provisions of the honor code.**

**NOTE: DO NOT CONSIDER GRADES IN CANVAS DEFINITIVE**

**Required books:**

Gaiutra Bahadur, *Coolie Woman: The Odyssey of Indenture*, University of Chicago Press, 2013

**Online Resources for South Asia:**

General list of online resources: [http://www.columbia.edu/itc/mealac/pritchett/00generallinks/southasia\_general.html (Links to an external site.)Links to an external site.](http://www.columbia.edu/itc/mealac/pritchett/00generallinks/southasia_general.html)

A collection of modern maps of South Asia

[http://www.columbia.edu/itc/mealac/pritchett/00maplinks/modern/modern\_index.html (Links to an external site.)Links to an external site.](http://www.columbia.edu/itc/mealac/pritchett/00maplinks/modern/modern_index.html)

**E-reserve (Blackboard)**:

Unless otherwise specified, all readings will be made available online.

**Readings**:

8/30: *Introduction*

In context: Justin Wm. Moyer, “University yoga class canceled because of ‘oppression, cultural genocide,” *The Washington Post*, November 23, 2015. Available online: [https://www.washingtonpost.com/news/morning-mix/wp/2015/11/23/university-yoga-class-canceled-because-of-oppression-cultural-genocide/?utm\_term=.3baa7bf40370 (Links to an external site.)Links to an external site.](https://www.washingtonpost.com/news/morning-mix/wp/2015/11/23/university-yoga-class-canceled-because-of-oppression-cultural-genocide/?utm_term=.3baa7bf40370)

9/4; 9/6*: The Origins of Yoga*

1. N. Mohanty, *Classical Indian Philosophy*, Rowman and Littlefield: 2000, 1-7

Excerpts from Christopher Key Chapple, *Yoga and the Luminous*, State University of New York 2008

*Optional additional resource for study:*

Commentary and glossary from Barbara Stoler Miller, trans.*, Discipline of Freedom: The Yoga Sutra Attributed to Patanjali*, University of Chicago Press, 1996

9/11; 9/13*: Yoga and the encounter with the Islamic world*

Carl Ernst, “Situating Sufism and Yoga,” *Journal of the Royal Asiatic Society*, Series 3, Vol. 15, No. 1 (2005), 15-43

Shaman Hatley, “Mapping the Esoteric Body in the Islamic Yoga of Bengal,” *History of Religions*, Vol.46, No. 4 (2007): 351-368

9/18; 9/20*:* *Yoga and colonial modernity*

Nile Green, “Breathing in India, c. 1890,” *Modern Asian Studies*, Vol. 42, No. 2/3 (2008): 283-315

Joseph Alter, *Gandhi’s Body: Sex, Diet and the Politics of Nationalism*, University of Pennsylvania Press, 2000: 55-82, 83-112

9/25; 9/27*:* *Global Yoga*

Lola Williamson, *Transcendent in America*, New York University Press 2010, 26-52

Chandrima Chakraborty, “Ramdev and Somatic Nationalism: Embodying the Nation, Desiring the Global,” *Economic and Political Weekly*, Vol. 41, No. 5 (2006): 387-390.

Krishna Ravi Srinivas, “Intellectual Property Rights and Traditional Knowledge: The Case of Yoga,” *Economic and Political Weekly*, Vol. 42, No. 27/28 (2007): 2866-67, 2869-2871.

**YOGA MIDTERM 9/27**

10/2; 10/4:*The social life of things*

Arjun Appadurai, “Introduction: commodities and the politics of value,” in *The Social Life of Things*, Cambridge, 3-61

David G. Sweet, “Indigo in World History: Production, Distribution and Consumption.” Available: [http://davidgsweet.com/wp-content/uploads/2012/07/Indigo.pdf (Links to an external site.)Links to an external site.](http://davidgsweet.com/wp-content/uploads/2012/07/Indigo.pdf)

In context: explore Ben’s “user story” on the following site: [https://www.nudiejeans.com/blog/user-stories-ben (Links to an external site.)Links to an external site.](https://www.nudiejeans.com/blog/user-stories-ben)

10/9; 10/11*: An ocean of blue*

Excerpts from Jenny Balfour-Paul, *Indigo: Egyptian Mummies to Blue Jeans*, 2011

Ruth Barnes, “Indian textiles for Island Taste: Gujarati Cloth in Eastern Indonesia,” *Ars Orientalis,*Vol. 34 (2004), 134-149

Himanshu Prabhu Ray, “The Beginnings: The Artisan and the Merchant in Early Gujarat, Sixth-Eleventh Centuries,” *Ars Orientalis*, Vol. 34 (2004), 39-61

10/16; 10/18*: Plantation blues: the colonial economy of indigo*

Susan Fairlie, “Dyestuffs in the Eighteenth Century,” *The Economic History Review*, Vol. 17, No. 3 (1965), 388-510

Prakash Kumar, “Plantation Science: Improving Natural Indigo in Colonial India, 1860-1913

*Optional:*Dauril Alden, “The Growth and Decline of Indigo Production in Colonial Brazil: A Study in Comparative Economic History,” *Journal of Economic History*, Vol. 25, No. 1 (1965), 35-60.

10/23; 10/25:*The Indigo Revolt*

Subhas Bhattacharya, “The Indigo Revolt of Bengal,” *Social Scientist*, Vol. 5, No. 12 (1977): 13-23

Dinabandhu Mitra, *Nil Darpan*

“Brahmins and pariahs: an appeal by the indigo manufacturers,” 1861

10/30; 11/1: *Global denim: commodities in the age of synthetic blue*

Daniel Miller and Sophie Woodward, “Manifesto for a study of denim,” *Social Anthropology*, Vol. 15, No. 3 (2007), 335-351

Daniel Miller and Sophie Woodward, “The Struggle for the Ordinary” in Miller and Sophie Woodward, *Blue Jeans*

*Optional:*Clare M. Wilkinson-Weber, “Diverting Denim: Screening Jeans in Bollywood,” in *Global Denim*

**CLASSROOM VISIT TO GELARDIN MEDIA CENTER 10/30. Please meet at the Maker Hub on the first floor of Lavinger on that day at 11:00. In preparation, please read Walter Benjamin, "The Work of Art in the Age of Mechanical Reproduction" (1936), and explore the following art websites.**

[**https://www.marxists.org/reference/subject/philosophy/works/ge/benjamin.htm (Links to an external site.)Links to an external site.**](https://www.marxists.org/reference/subject/philosophy/works/ge/benjamin.htm)

[http://www.morehshin.com/material-speculation-isis/ (Links to an external site.)Links to an external site.](http://www.morehshin.com/material-speculation-isis/)

[http://rhizome.org/editorial/2016/feb/16/morehshin-allahyari/ (Links to an external site.)Links to an external site.](http://rhizome.org/editorial/2016/feb/16/morehshin-allahyari/)

**REFLECTION ON MATERIAL SPECULATION: ISIS DUE 11/8**

11/6, 11/8: *Subaltern lives*

1. R. Ambedkar’s *The Annihilation of Caste*(1936) (Sections 1, 2, 20-21, 23, 26). Available online:

[http://ccnmtl.columbia.edu/projects/mmt/ambedkar/web/index.html (Links to an external site.)Links to an external site.](http://ccnmtl.columbia.edu/projects/mmt/ambedkar/web/index.html)

Nico Slate, *Colored Cosmopolitanism*, Harvard University Press, 2012, 93-124

Kancha Ilaiah, “Cultural Globalization,” *The Hindu*, February 22, 2003, [http://www.thehindu.com/2003/02/22/stories/2003022200621000.htm (Links to an external site.)Links to an external site.](http://www.thehindu.com/2003/02/22/stories/2003022200621000.htm)

11/13; 11/15: *South Asian America*

Nico Slate, *Colored Cosmopolitanism*, Harvard University Press, 2012, 1-35

Excerpt from Vivek Bald, *Bengali Harlem and the Lost Histories of South Asian America,* Harvard University Press

*11/20; 11/27; 11/29:  Coolie woman*

Gaiutra Bahadur, *Coolie Woman: The Odyssey of Indenture*, University of Chicago Press, 2013

12/4; 12/6: *Global Dalits*

Thenmozhi Soundararajan and Sinthujan Varatharaj, “Caste privilege 101: a primer for the privileged.” Available: [www.theaerogram.com/caste-privilege-101-primer-privileged/ (Links to an external site.)Links to an external site.](http://www.theaerogram.com/caste-privilege-101-primer-privileged/)

Vivek Kumar, “Understanding Dalit Diaspora,” *Economic and Political Weekly*, Vol. 39, No. 1 (2004), 114-116.

S.D. Kapoor, “Children of God become Panthers,” *Economic and Political Weekly*, Vol.8, No. 31/33 (1973), 1395, 1397-1398

Janet Contursi, "Political Theology: Text and Practice in a Dalit Panther Community," Journal of Asian Studies, Vol. 52, No. 2 (May, 1993), pp. 320-339

**FINAL PAPER DUE  BY MIDNIGHT 12/15/18**