**Hist-266-01 History of Modern South Asia**

TTR 1:15-2:30pm Ramer History House 103

Professor Hafsa Kanjwal, Spring 2018

Office Hours: Tuesday: 2:30-4:00pm, Thursday: 3:30-5:00pm, and by appt.

Office Location: Ramer History House, Room 305

Email: kanjwalh@lafayette.edu (will try to respond within 24 hours)

**Course Description**

This course provides an overview of the history of modern South Asia from the colonial to the post-colonial period. The course will explore the end of Mughal rule, British colonialism, Indian responses to colonial rule, and the impact of colonialism in the region. We will then cover the emergence of Indian nationalism, the Partition of the subcontinent, and the contemporary political dynamics of the three main countries (India, Pakistan, and Bangladesh). Special attention will be given to issues of gender, religion, communalism, and economic underdevelopment. Readings will incorporate both scholarly articles, as well as sections from important memoirs, lectures, novels, short stories and other primary sources. This course has no prerequisites, and assumes no prior knowledge of the topic.

**Course Objectives**

To introduce students to debates on colonial and post-colonial politics, culture and history through the prism of South Asia.

To help students gain a critical understanding of major political and social themes and issues in the region, in terms of actual events and processes as well as the interpretive debates around them.

To acquaint students with the history of contemporary issues in South Asia.

**Learning Outcomes**

Students will demonstrate an understanding of the ways that race, ethnicity, gender, and religion developed in related ways during the era of colonialism.

Students will be able to analyze the process of decolonization through the lens of regional social and political upheavals linked with popular violence and mass migration.

Students will be able to identify and analyze primary materials and identify how they contribute to historical inquiry.

Students will demonstrate an ability to express and evaluate one’s responses to the assigned works through writing as well as public speaking.

Students will demonstrate an understanding that history is something produced by scholars in conversation with one another, rather than simply “facts” about the past.

**Required Readings for Purchase**

Sugata Bose & Ayesha Jalal, *Modern South Asia: History, Culture, Political*  *Economy*, (London: Routledge), 2011

Malik Sajad, *Munnu: A Graphic Novel,* (Fourth Estate), 2015

Saadia Toor, *The State of Islam* (Pluto Press), 2011

**Evaluation and Expectations**

* **Attendance, Preparation and Participation** (15%): You are expected to attend every class and to participate actively. While part of this course will be lecture-based, it will also incorporate activities structured around small groups and group discussion. And so, please come prepared to each class having done the readings and take reading notes. The list of required readings listed under each date are what should be read FOR that date. I expect regular participation from students, critical comments on all the weekly readings, as well as any questions you may have. Bring the readings to class. To make sure you are doing the readings, I may give a pop quiz from time to time. If you are absent, whether it is excused or not, it is YOUR responsibility to reach out to me to see how you can make up the work from your absence. Usually, this will require a one-page (double spaced) summary of the readings for that class. Any more than one undocumented or unexcused absences that you do not make up will *significantly* impact your grade.
* **Five two-page (double-spaced) Response Papers** (20%): These response papers will be due on the assigned dates as mentioned below, in response to a particular prompt for that week. The responses should analyze particular themes that emerge from the readings, and draw upon the connections and arguments made in them. You can reflect on the viability of the arguments made in the readings, the types of primary sources used and what they tell us, and any questions that the readings raised for you.
* **Midterm Exam**: (25%) This is an in-class exam comprised of short answer and essay questions. **Date: March 1, 2018**
* **Film Essay** (5 double-spaced pages + bibliography): (20%) Cinema in the subcontinent is an important lens on South Asian culture, society, and politics. I will provide you with a list of historical films or contemporary films that touch upon historical issues. This paper will be based off of a prompt that will require you to connect the issues raised in the film with themes from your readings. The paper should have an argument that you must support with evidence. I encourage you to set up a time to meet with me so we can discuss your essay. **Due Date:** **April 13, 2018.**
* **Final Group Presentations:** (20%) Instead of a final exam, I will assign you into small groups for final presentations that will be held during the last week of class. This is your chance to be creative, and draw upon one particular topic or theme in Modern South Asia (can be related to or outside of what we have covered in class) and go further in depth with that topic, engaging your fellow classmates in the process. We will discuss the final group presentations in great detail during class. **Dates:** **May 1 & May 3, 2018**

Please note that all written assignments should be double-spaced and use a 12 pt. font. You can use footnotes or in-text citations. The film essay must be due before midnight the day that it is due and the response papers must be submitted before class the day they are due.

**Grading Policy**

My grading system is as follows:

A = Excellent work - shows detailed and in-depth knowledge of the material and an ability to think critically about it.

B = Good work - shows basic mastery of the material but has minor weak spots in knowledge or critical analysis.

C = Satisfactory work - shows fundamental grasp of material but with major omissions or misunderstandings

D = Not satisfactory work - minimal understanding, barely passing

F = Unacceptable work - Does not show sufficient knowledge of the material to allow me to certify that the student has understood the material and basic issues at stake.

Your final grade will be based on my assessment of the quality of your work and contribution as a whole for the semester. The percentages listed above give the basic approximation of how I weight particular assignments.

**Academic Honesty Statement**

To maintain the scholarly standards of the College and, equally important, the personal ethical standards of our students, it is essential that written assignments be a student’s own work, just as is expected in examinations and class participation. A student who commits academic dishonesty is subject to a range of penalties, including suspension or expulsion. Finally, the underlying principle is one of intellectual honesty. If a person is to have self-respect and the respect of others, all work must be his/her own.

Academic dishonesty includes reproducing verbatim (or almost verbatim) another author’s words, without using quotation marks and/or without providing a citation; or by using another author’s ideas (even if you don’t use their precise words) without providing a citation.

**Privacy Statement**

Moodle contains student information that is protected by the Family Educational Right to Privacy Act (FERPA). Disclosure to unauthorized parties violates federal privacy laws. Courses using Moodle will make student information visible to other students in this class. Please remember that this information is protected by these federal privacy laws and must not be shared with anyone outside the class. Questions can be referred to the Registrar’s Office.

**Federal Credit Hour Compliance Statement**

The student work in this course is in full compliance with the federal definition of a four credit hour course. Please see the Registrar’s Office web site (<http://registrar.lafayette.edu/additional-resources/cep-course-proposal/>) for the full policy and practice statement.

**Disability Statement**

In compliance with Lafayette College policy and equal access laws, I am available to discuss appropriate academic accommodations that you may require as a student with a disability. Requests for academic accommodations need to be made during the first two weeks of the semester, except for unusual circumstances, so arrangements can be made. Students must register with the Office of the Dean of the College for disability verification and for determination of reasonable academic accommodations.

**Summary of Due Dates/Exams**

Response Paper 1: Feb 6, 2018

Response Paper 2: Feb 22, 2018

Midterm: March 1, 2018

Response Paper 3: March 8, 2018

Response Paper 4: March 29, 2018

Film Essay Due: April 13, 2018 (this is a Friday)

Response Paper 5: April 17, 2018

Final Presentations: May 1 & May 3, 2018

*Please note that 5 percentage points will be deducted from your written assignments each day that they are late.*

**Course Readings and Schedule**

**Week One**

*1/23: Introduction to South Asia*

*1/25: South Asia at the Eve of Colonialism*

Readings: John Richards, “Early Modern India & World History,” *Journal of World History*, Vol. 8. No. 2, (Fall 1997), 197-209

Jalal and Bose, *Modern South Asia,* Chapters 3-5

**Week Two**

*1/30: British Colonialism in the Subcontinent: Ideology and Practice*

Readings: Jalal and Bose, *Modern South Asia,* Chapters 6-7

Thomas Metcalf, *Ideologies of the Raj,* (Cambridge: Cambridge University Press), 1995 Chapter 1

*2/1: Impact of Colonialism*

Readings: B. Cohn, “Census, Social Structure, & Objectification in South Asia,” in *An Anthropologist Among the Historians and Other Essays,* (Delhi: Oxford University Press), 1987, 224-254

B. Cohn, “Law and the Colonial State in India” in *Colonialism and its forms of Knowledge*: *The British in India,* (Princeton: Princeton University Press), 1996, 57-75

**Week Three**

*2/6: Indian Responses to Colonialism: Reform and Revivalism*

Readings: C.A. Bayly, “Rammohan Roy and the Advent of Constitutional Liberalism in India,” *Modern Intellectual History*, Volume 4, Issue 1, April 2007, 25-41

Jalal and Bose, *Modern South Asia*, Chapter 8

Kenneth Jones, *Socio-Religious Reform Movements in British India*, (Cambridge: Cambridge University Press), 2006, 85-122, 210-221

Peter Hardy, *The Muslims of British India, (*Cambridge: Cambridge University Press), 1972, 92-115

**Response Paper 1 Due:** How do the varying readings situate Indian responses to colonialism? What differentiated reform movements from revivalist movements? How did colonialism change religious identities and formations in colonial India?

*2/8: Gender and Colonialism*

Readings: Lata Mani “Contentious Traditions: The Debate on Sati in Colonial India,” *Cultural Critique,* No. 7, Autumn 1987, 119-156

Mrinalini Sinha, “The Ilbert Bill Controversy,” in *Colonial Masculinity: The Manly Englishman and the Effeminate Bengali in the Late Nineteenth Century, (*Manchester: Manchester University Press), 1995,33-69

**Week Four**

*2/13: The Revolt of 1857 and its Aftermath*

Readings: Jalal and Bose, *Modern South Asia,* Chapter 9-10

T.B. Macaulay, “Minute on Indian Education.”

*2/15: The Rise of Indian Nationalism*

Readings: Jalal and Bose, *Modern South Asia*, Chapter 11-14

**Week Five**

*2/20: Alternate Visions of India*

Readings: B. R. Ambedkar, “Gandhism: the Doom of the Untouchable,” from Ambedkar *What Gandhi and the Congress Have Done to the Untouchables* (1945)

Arundhati Roy, “The Doctor and the Saint”

Muhammad Iqbal, 1930 Presidential Address to the All-India Muslim League

*2/22: Partition (Part 1)*

Readings: Mashirul Hasan, *India’s Partition*, Selections

(Presidential Address of M. A. Jinnah - Lahore, March 1940, Presidential Address of Abul Kalam Azad - Ramgarh, December 1940, Extracts from The Collected Works of Mahatma Gandhi, An Extract from The Discovery of India). British Government Statement, 1946: <http://sourcebooks.fordham.edu/halsall/mod/1946-india-ukpolicy.html>

Jalal and Bose, *Modern South Asia,* Chapters 15-16

**Response Paper Two Due:** What are the main differences between the selections from the various stakeholders at the time of Partition (Jinnah, Azad, Gandhi, Nehru, and the British Government)? What are the core issues that are at stake? Who, in your opinion, seems to articulate the most coherent position at the time of Partition?

**Week Six**

*2/27: Partition (Part 2)*

Readings: Saadat Hasan Manto (Selected Short Stories)

Watch Film “Earth” on YouTube for Class

*3/1:* In-Class Midterm

**Week Seven**

*3/6: Postcolonial India: Politics and Economics*

Readings: Bates, Chapter 8 (The Nehruvian Era)

Aditya Nigam and Nivedita Menon, *Power & Contestation: India Since 1989* (New Delhi: Zed Books), 2007, Chapter 3 & 4 (on Globalization and Economics) 61-102

*3/8: Challenges to Indian Democracy: The Rise of the Hindu Right/Caste/Adivasis*

Readings: Thomas Hansen, *The Saffron Wave: Democracy and Hindu Nationalism in Modern India,* (Princeton: Princeton University Press),1999, 60-89, 154-197

Arjun Dangle, ed., *Poisoned Bread: Translations from Modern Marathi Dalit Literature*, (Orient Blackswan), 2009, 147-154

Hansda Sowvendra Shekhar, *This Adivasi will not Dance,* 169-187

**Response Paper 3 Due:** What has led to the rise of the Hindu Right in India? How do the experiences of dalits and religious minorities contest the notion of India as a “secular” country?

**Week Eight**

*3/13: Spring Break*

*3/15: Spring Break*

**Week Nine**

*3/20 Pyaasa* (watch film in class)

*3/22: Pyaasa (*watch film in class)

**Week Ten**

*3/27 The Kashmir Conflict (1)*

Readings: Malik Sajad, *Munnu: A Graphic Novel,* 1-170

*3/29 The Kashmir Conflict (2)*

Readings: Malik Sajad, *Munnu: A Graphic Novel,* 171-352

**Response Paper 4 Due:** How does Malik Sajad tell the story of Kashmir through the graphic novel form? How do you make sense of his reflection on history? Reflect on a theme or an issue that *Munnu* raised for you—how does it help you understand the Kashmir conflict?

**Week Eleven**

*4/3: Pakistan (1)*

Readings: Saadia Toor, *The State of Islam,* Introduction, Chapters 2, 4

*4/5: Pakistan (2)*

Readings: Saadia Toor, *The State of Islam*, Chapters 5, 6, Epilogue

**Week Twelve**

*4/10: Bangladesh (1)*

Readings: William van Schendel, “Becoming East Pakistan,” and “War and the Birth of Bangladesh,” in *A History of Bangladesh*, (Cambridge: Cambridge University Press, 2009), 105-183

*4/12: Bangladesh (2)*

Readings: Lamia Karim, *Microfinance and its Discontents: Women in Debt in Bangladesh*  (Minneapolis: University of Minnesota Press), 2011, (Introduction, Chapters 1 & 3, Conclusion)

**Film Essay Due April 13, 2018**

**Week Thirteen**

*4/17: US Foreign Policy in South Asia*

Readings: Lloyd Rudolph & Suzanne Hoeber Rudolph, “The Making of US Foreign Policy for South Asia,” *Economic and Political Weekly*, 25 February 2006, Available here: <http://political-science.uchicago.edu/faculty/rudolphs/us-asia.pdf>

“New Priorities in South Asia: US Policy Towards India, Pakistan and Afghanistan,” A Report by the Council of Foreign Relations, October 2003

“US Strategic Objectives in South Asia,” The Heritage Foundation, July 2005

“US Policy in South Asia: Imperatives and Challenges” The Wilson Center, Oct. 2016

**Response Paper 5 Due:** How did US foreign policy towards South Asia change during the course of the 20th century? What are the primary issues US foreign policy towards the region revolves around? What are the similarities and the differences between the three different policy papers? Do you agree or disagree with them? How would you envision US foreign policy towards the region?

*4/19: The South Asian Diaspora*

Readings: Sangay Mishra, “Diasporic Nationalism and Fragments Within,” in *Desis Divided: The Politics Lives of South Asian Americans*

Junaid Rana, “Introduction” and “Labor, Diaspora, and the Global Racial System,” in *Terrifying Muslims: Race and Labor in the South Asian Diaspora*

**Week Fourteen**

*4/24:* *South Asia in the New Millennium*

Crispin Bates, Chapter 13 (South Asia: The New Millennium)

Jalal and Bose, *Modern South Asia*, Chapter 20

*4/26: No Class*

*work on final group presentations*

**Week Fifteen**

**5/1:** *Final Group Presentations*

**5/3:** *Final Group Presentations*

\*\*The Syllabus is Subject to Change. Reasonable Notice will be Given.\*\*