**Hist 121--Introduction to History: Partition of the Indian Subcontinent**

TTR 11:00-12:15 in Ramer History House 104

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**

One of the most violent and disruptive events of the 20th century, the Partition of the Indian subcontinent into the nation-states of India and Pakistan in 1947 continues to play a staggering role in the post-colonial histories of both countries. This course will go into the high politics of the Partition, its human costs, and its continued impact on everyday life through oral history. The course will also examine the impact of Partition in literature and cinema.

**Course Objectives**

Students will develop a strong understanding of the complex politics that led to the partition of the Indian subcontinent into the two states of India and Pakistan.

Students will develop an awareness of the human and social costs of geopolitical power struggles.

Students will develop an understanding of how “history” informs literature/cinema.

**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:**

Khan, Yasmin. *The Great Partition: The Making of India and Pakistan*. New Haven: Yale University Press, 2007.

Bhasin, Kamla, and Ritu Menon. *Borders and Boundaries: Women in India’s Partition.* New Delhi: Kali for Women, 1998.

Sidhwa, Bapsi. *Cracking India.* Minneapolis, MN: Milkweed Editions, 1991.

**Class Assignments**

* **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. For each class section, we will have one person leading the discussion. Their responsibility will be to summarize the main arguments of each reading, and ask discussion questions.

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 One-Page Response Papers** (10%): These response papers will be due on the assigned dates as mentioned below, in response to a particular prompt for that week. These responses should analyze particular themes that emerge from a week’s readings, and draw upon 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.
* **Essay One (10 pages)** (25%): This essay will be an analysis paper on one or more of the films/works of literature we cover in the first half of the course. You will workshop a draft of this essay with your classmates, and then submit a revised version. **Due date: April 10, 2018**
* **Midterm Exam**: (25%) This is an in-class exam comprised of short answer and essay questions. **Exam date:** **March 6, 2018**
* **Essay Two** **(10 pages)** (25%): Your final essay should be a well-researched paper on any topic relating to Partition, developing particular themes that we discussed in the course. It will be based on primary sources. 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 early on in the semester. We will be discussing the papers regularly throughout the second half of the semester. This will include one session where you will share two primary sources with the class, and we will jointly discuss how you can use them. You will also be exchanging drafted sections with your peers. I will also look at a draft, and you should meet me during office hours to discuss how to improve it for a final submission. **Due date: May 8, 2018**

Please note that all written assignments should be double-spaced and use a 12 pt. font. You can use footnotes or in-text citation, and you must have a bibliography or works cited for the two essays. Response papers must be submitted before class the day that they are due, while the essays must be submitted on Moodle by 11:59pm 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 1, 2018

Response Paper 2: Feb 15, 2018

Midterm: March 6, 2018.

Response Paper 3: March 20, 2018

Essay 1: April 10, 2018.

Response Paper 4: April 12, 2018

Primary Sources: April 19, 2018

Response Paper 5: April 24, 2018

Rough draft of Essay #2 Due to me over email: May 1, 2018

Essay 2: May 8, 2018

**Course Readings and Schedule**

**Week One**

1/23: Introduction: The Importance of Partition and the Challenge of History

1/25: The Nature of Colonial Rule and Religious Classifications in British India

* Yasmine Khan, *The Great Partition,* 1-62
* R.B. Bhagat, “Census Enumeration, Religious Identity, and Communal Polarization in India,” *Asian Ethnicity*, Vol. 14, No. 4, (2013), 434-448.

**Week Two**

1/30: The Emergence of Indian Nationalism and the Demand for Pakistan in Late Colonial India

* David Gilmartin, “Religious Leadership and the Pakistan Movement in the Punjab,” *Modern Asian Studies,* Vol. 13, No. 3 (1979), 485-517.
* Muhammad Iqbal, “1930 Presidential Address to the All-India Muslim League”

2/1: The High Politics of Partition: Muslim League, the Indian National Congress, and the Role of the Colonial State on the Eve of Partition

* Yasmin Khan, *The Great Partition*, 63-103
* 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>

**Response Paper 1 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 Three**

2/6: The High Politics of Partition (2)

* Asim Roy, “The High Politics of India’s Partition: The Revisionist Perspective,” Modern Asian Studies, Vol. 24, No. 2 (May 1990), 385-408
* Yasmin Khan, *The Great Partition,* 104-127

2/8: In-class Debate: Was Partition Inevitable?

**Week Four**

2/13 Partition and Oral History

* Browse 1947 Partition Archive, http://www.1947partitionarchive.org, Select 1 narrative of interest
* Urvashi Butalia, *The Other Side of Silence*, 1-65

2/15 Living the Partition: Violence and Migration

* Vazira Zamindar, *The Long Partition: The Making of Modern South Asia*, 19-76
* Yasmin Khan, *The Great Partition,* 128-142

**Response Paper 2 Due:** How do the Indian and Pakistani states deal with the issue of refugees—what is similar and what is different about the two countries in response to migration?

**Week Five**

2/20 Partition and Women

* Ritu Menon & Kamla Bhasin, *Borders and Boundaries: Women in India’s Partition*, 32-129

2/22 Partition and Women

* Ritu Menon & Kamla Bhasin, *Borders and Boundaries*: *Women in India’s Partition*, 132-202

**Week Six**

2/27 Partition and Women

* Bapsi Sidhwa, *Cracking India*, Chapters 1-15

3/1 The Partition Novel: Cracking India

* Bapsi Sidhwa, *Cracking India*, Finish Book

**Week Seven**

3/6: Midterm

3/8: The Long Partition: Refugees, Boundaries, Citizenship

* Vazira Zamindar, *The Long Partition: The Making of Modern South Asia*, 80-119, 161-189
* Yasmin Khan, *The Great Partition*, 186-204

**Week Eight**

3/13: Spring Break

3/15: Spring Break

**Week Nine**

3/20: The Long Partition: Relief and Rehabilitation

* Sarah Ansari, “Partition, Migration and Refugees: Responses to the Arrival of Muhajirs in Sind during 1947-1948,” in *Freedom, Trauma, Continuities: Northern India and Independence.*
* Joya Chatterjee, “Right or Charity? The Debate over Relief and Rehabilitation in West Bengal, 1947-50,” 74-110

**Response Paper 3 Due:** How does each author situate the processes of “relief” and “rehabilitation” in Sindh and Bengal? What challenges did they pose for the Indian and Pakistani states, and how did the states attempt to resolve them?

3/22: Literature and Partition

* Saadat Hasan Manto, “[Thanda Gosht](https://en.wikipedia.org/wiki/Thanda_Gosht),” “Khol Do,” “[Toba Tek Singh](https://en.wikipedia.org/wiki/Toba_Tek_Singh_(short_story))”
* Ian Talbot, “Literature and the Human Drama of the 1947 Partition,” *South Asia* Vol. XVIII, Special Issue, 1995, 37-56

**Week Ten**

3/27: Garam Hawa (watch in class)

3/29: Garam Hawa (watch in class)

**Week Eleven**

4/3: The Partition Film

* Discuss Garam Hawa in Class
* Start working on Essay #1 for next class
* Bhaskar Sarkar, *Mourning the Nation: Indian Cinema in the Wake of Partition*, 169-199

4/5: Workshopping Papers

* Bring Rough Draft of Paper to class to workshop

**Week Twelve**

4/10: Building the New Nation State: India

* Ayesha Jalal, *Democracy and Authoritarianism*, 29-47, 66-76, 91-99
* Gyanendra Pandey, “Can a Muslim be an Indian?” *Comparative Studies in Society and History*, Vol. 41, No. 4 (Oct., 1999), pp 608-629.

**Essay #1 Due: April 10, 2018.**

4/12: Building the New Nation State: Pakistan

* Presidential Address of M. Ali Jinnah to Muslim League, Lahore 1949, <http://www.columbia.edu/itc/mealac/pritchett/00islamlinks/txt_jinnah_assembly_1947.html>
* Ian Talbot, “Understanding Religious Violence in Contemporary Pakistan: Themes and Theories,” in *Religion, Violence and Political Mobilization in South Asia*, Ravinder Kaul, ed., 145-164
* Amber Fatima Riaz, “The Never-Ending Partition: Pakistan’s Self-identification Dilemma,” in *Revisiting India’s Partition,* Amritjit Singh (ed).,197-215

**Response Paper 4 Due:** What are the challenges facing the state of Pakistan? According to the two authors, why do they exist?

**Week Thirteen**

4/17: The Second Partition: The Creation of Bangladesh and the War of 1971

* Philip Oldenburg, “A Place Insufficiently Imagined”: Language, Belief, and the Pakistan Crisis of 1971,” *Journal of Asian Studies*, Vol. 44, No. 4, (Aug. 1985), 711-733.
* Willem van Schendel, *A History of Bangladesh*, 161-190

4/19: Primary Source Exercise

* Bring two primary sources that will form the basis of your final paper

**Week Fourteen**

4/24: The “Unfinished Business” of Partition: Kashmir

* Nitasha Kaul, “Kashmir: A Place of Blood and Memory,” from Sanjay Kak (ed.), *Until my Freedom Has Come: The New Intifada in Kashmir,* 189-212
* Malik Sajad, *Munnu: A Boy from Kashmir (Graphic Novel)*, 198-211.

**Response Paper 5 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? How does Kaul make sense of Kashmiri history to speak to its current situation?

4/26: No class

* Work on Final Papers

**Week Fifteen**

5/1: Workshopping Papers

* Bring rough draft of essay to class and email to me before class

5/3: Partition and its Legacies: Hindu/Muslim relations in post-colonial South Asia

* Dibyesh Anand, “The Violence of Security: Hindu Nationalism and the Politics of Representing ‘the Muslim’ as a Danger,” *The Round Table,* Vol. 94, No. 379, April 2005, 203-215.
* Tai Yong Tan, “Contemporary South Asia and the Legacies of Partition,”

**Essay #2 (Final Essay) Due: May 8, 2018**

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