

Please note that this syllabus is under (re)construction

**UN2811/HSME 2811
South Asia II: Empire and Aftermath
Spring 2020**

Professor Anupama Rao

arao@barnard.edu

Office Hours: Tuesdays, -1-3PM

Location: 815 Milstein

Office Hours Sign-up page (updated weekly):

<https://pad.riseup.net/p/southasia2811-keep>

Teaching Assistants and Section Meeting Times:

Course Objectives

This survey focuses on the historical evolution of the cultures, politics, and societies in the Indian sub-continent from the early modern to the post-colonial periods.

The chronological scope of the course includes: the consolidation and demise of the Mughal empire and the rise of the seventeenth- and eighteenth-century successor states; shifts in the structure and ideology of British rule and organized resistance to it, through anti-colonialism; and finally, key debates in postcolonial politics on the sub-continent. In brief, this is an introduction to South Asian history between the sixteenth and twentieth centuries.

No comprehensive introduction to such a large time period is possible. Rather, the course is structured around major themes and debates in the historiography of South Asia. Topics include: state formation; debates about colonial economy and underdevelopment; the development of anti-colonial thought; organized challenge to the nation-form by political minorities—Muslims, untouchables, and women; debates about violence and democracy; and about secularism.

Class Requirements

-Attendance is required, necessary, and crucial for successful completion of the course. Attendance will be taken in class.

You are allowed two class absences and one section absence across the semester. You will be graded down by a half grade for each missed session thereafter.

Please do not come to class late unless you have let your Teaching Assistant know of possible late entry. Otherwise you will be asked to leave to avoid disrupting other students.

-Participation is 20% of your grade - it is defined as consistent and constant presence in the course, engagement with the materials, and your colleagues in discussion section.

-Breakdown of Grades

- 1) Midterm Exam (20%) – An in-class exam that will involve multiple-choice questions and a brief essay.
- 2) Papers (30%) – Two response papers of five pages max. due Week 5, and 11
- 3) Final Exam (30%) – A cumulative exam involving multiple-choice questions, brief responses, and one long essay.
- 4) Section Attendance (20%) – You are expected to attend discussion sections in which the T. A.s will lead discussion on material presented in class. You are allowed one unexcused absence.

Grading Scale:

97-100: A+
93-96: A
89-92: A-
85-88: B+
81-84: B
77-80: B-
73-76: C+
69-72: C
65-68: C-
61-64: D

-Academic integrity

The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity.

Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited.

In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent.

Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Plagiarism or dishonesty and unethical behavior is unacceptable and you will face punitive measures. Students failing to meet these responsibilities should anticipate being asked to leave Barnard, or Columbia.

-Classroom Etiquette constitutes best practices of your academic and social lives: be considerate in class; listen well; interact with respect and compassion; turn off your phone; and turn off your computing devices.

-Disability-Related Accommodations:

In order to receive disability-related academic accommodations, students must first be registered with Disability Services (DS). Faculty must be notified of registered students' accommodations before exam or other accommodations will be provided. Students who have (or think they may have) a disability are invited to contact Disability Services for a confidential discussion.

Relevant Emails:

<http://barnard.edu/disabilityservices>

OR

disability@columbia.edu

Important Dates at a Glance:

A. Outside Lectures, Talks:

(You should attend one of the following three talks and prepare a short 2 page writeup if you want extra credit)

- 1) January 31, 2019: Prachi Deshpande (language politics), 4-6PM, 413 Faywerweather
- 2) February 21, 2019: Radhika Mongia (law, indenture), 4-6PM, 413 Fayerweather
- 3) *Practicing Caste*: a book discussion, April 1 details TBA

B. Short Papers, Midterm Due Dates:

- 1) Discussion Sections begin Week of February 5, 2019
- 2) Short paper due Monday, February 25, 2019
- 3) Midterm: March 7, 2019
- 3) Short paper due Friday, April 12, 2019

Texts and Readings for the Course

-Readings

1. a) Readings marked with an asterisk "*" will be posted on Courseworks.

2. ***Check under "Files" for the readings, as the hyperlinks (in Syllabus) may not work.***
1. a) Journal articles are available online through CLIO. You need to get online and find it by navigating the CU library.
1. b) Any online, publicly available content will be linked. They will appear on the syllabus below under "Sites to Explore"
1. c) Books are on order at Book Culture (on 112th St. between Broadway and Amsterdam).

While the readings for the course vary in length and difficulty, you can expect to read about 125 pages/week.

The week's reading will be structured in the following manner: you will read the selections from Metcalf and Metcalf (if there are any) for Monday, followed by historiographical essays for Wednesday.

Assigned readings will provide information about themes and problems in South Asian history, while lectures will both diverge from, and provide key interpretive perspectives on your readings.

*In case the textbook is not yet available to everyone, Chs, 1 and 2 of the textbook will be PDF'ed and posted by weekend of Week 1.

-Books on Order

Metcalf and Metcalf, *A Concise History of Modern India* (3rd edition)

-Primary Sources

We will use selections from ed. Stephen Hays, *Sources of Indian Tradition* (Volume 2), various websites, and the occasional literary and autobiographical extract.

Prof. Fran Pritchett's site is highly recommended, and you will be referred to it often during the semester

Movies:

- 1) *The Rising*
- 2) *Devi*, by Satyajit Ray
- 3) *Jai Bhim Comrade* by Anand Patwardan
- 4) *Gandhi* (available as Streaming Video link on our Courseworks site)

WEEKLY SCHEDULE

NOTE: There may be slight emendations to this syllabus from week to week. You will be notified of changes via Courseworks

WEEKLY SCHEDULE

NOTE: There may be slight emendations to this syllabus from week to week. You will be notified of changes via Courseworks

Week One

Learning Objectives:

The politics of naming the Indian subcontinent; British and American Cold War constructions of the region; getting to know the region and its topography; environment and agriculture in history.

-

1. a) January 21:

Introductory Session: Pre-Colonial Pasts; Colonialism; South Asian Historiography

1. b) January 23:

Global South Asia

Readings:

1) "Maps in the Mind, and the Mobility of Asia" (David Ludden)- link below:
<http://www.sas.upenn.edu/~dludden/davidludden62-4.pdf>

2) <http://guides.library.columbia.edu/sasia-india/maps>

3) Spices and the Indian Ocean:

http://www.nytimes.com/2016/12/30/opinion/sunday/clove-trees-the-color-of-ash.html?ref=opinion&_r=0

4) Look over "Topography," "Map 1," and "How to Read and Write Historical Essays" under FILES section in Canvas

[Additional Resources:

Related to the Spices and Indian Ocean reading, see the [Global Commodities](#) resource. This resource is organized around the global history of 15 commodities from 1500 through the present (including spices).

The various commodities are followed through time, in a global context. The "Chronologies" link allows one to filter by country[ies] and by commodity; there are also useful map and visualization resources on this database. For example, go to the "[interactive maps](#)" menu, and choose the category "commodities" which can further be sub-visualized on the British, Dutch, or Spanish/Portuguese maps.

a) Here is the commodity "spices" filtered by region "[South Asia.](#)"

b) For a thematic essay that links to the theme of spices, see Anthony Farrington's "[The East India Company](#)"

SITES TO EXPLORE OVER THE WEEKEND

1. British Museum's site on Mughal India
<http://www.mughalindia.co.uk/room.html>

1. MET, Interwoven Globe
<http://www.metmuseum.org/exhibitions/listings/2013/interwoven-globe/timeline>

<http://www.metmuseum.org/exhibitions/listings/2013/interwoven-globe/portuguese-trading-world>

<http://www.metmuseum.org/exhibitions/listings/2013/interwoven-globe/conquest-conflict>

<http://www.metmuseum.org/exhibitions/listings/2013/interwoven-globe/indian-cottons>

<http://www.metmuseum.org/exhibitions/listings/2013/interwoven-globe/east-india-goods>

Week Two: Mughals, Marathas, and Early Company Rule: The Eighteenth Century

Learning Objectives:

The Mughal Empire as a redistributive empire; structures of rule and sovereignty; land the control of people; relationship to other premodern empires; region in history (western and southern India).

East India Company as "merchant in the guise of a Sovereign"; the idea of political economy (Adam Smith, Marx, Ricardo); notions of private property in land and its relationship to control.

1. **a) January 28:**

*Stewart Gordon, *Marathas, Marauders, and State Formation in Eighteenth-Century India*, pp. 1-63.

1. **b) January 30:**

*Ranjit Guha, *A Rule of Property for Bengal*, pp. 1-57.

Suggested:

*Richard Eaton, *Bengal and the Islam Frontier*

*Rosalind O'Hanlon, "Manliness and Imperial Service in Mughal North India," *Journal of Economic and Social History of the Orient*, 42.1 (1999): 47-94.

Week Three: Indian Uprising, 1857

Learning Objectives:

Factors leading to the Mutiny including forms of political dispossession; changing structure of the British Army; new shifts in the countryside; the presence of British women and changing sexual mores.

1. **a) February 4**

*Seema Alavi, *The Sepoys and the Company: Tradition and Transition in Northern India, 1770-1830*, pp. 35-94.

[Additional Resources:

India, Raj and Empire <http://www.columbia.edu/cgi-bin/cul/resolve?clio8646726>

Has a thematic area focused on [Indian Uprising 1857-1858](#).

<http://www.indiaraj.amdigital.co.uk/Documents?page=1&returning=true>]

1. **b) February 6:**

*Bernard Cohn, "The Census, Social Structure and Objectification in South Asia," *An Anthropologist Among the Historians and Other Essays*, pp. 224-254.

Radhika Singha, "Settle, Mobilize, Verify: Identification Practices in Colonial India," *Studies in History* 16.2 (2000): 151-198.

Note: Discussion Sections Begin This Week

Additional Online Resources:

a) The East India Company database:

<http://www.columbia.edu/cgi-bin/cul/resolve?clio12468868>

The User's Guide Page explains various ways of browsing and searching this repository. Especially useful for students would be the "Chronology" menu. Relevant document repositories are linked from different years/themes, the "data visualization" maps, and the "thematic essays". Students may also find useful the [browse by government structure chart](#) method to find primary source exemplifications of historical figures discussed in class sessions.

b) A database of primary resources that covers the period 1752-1774 is Indian papers of Colonel Clive and Brigadier-General Carnac, 1752-1774

<http://www.columbia.edu/cgi-bin/cul/resolve?clio10798969>

This database includes primary source correspondence in various languages, including English and Persian. Keyword searching works with the English language material.

c) Students can also search in the broader "British Online Archives" interface:

<https://microform.digital/boa/collections>

Of the 85 collections, Columbia has licensed access to 10 collections, so students may want to first click on the "Licensed Only" check box. Within this broader category, the Clive/Carnac early papers are part of the "Taking India, how the military established Company rule, 1752-1774" collection.]

d) For additional East India Company primary source materials from the National Library of Scotland, see the India, Raj and Empire database: <http://www.columbia.edu/cgi-bin/cul/resolve?clio8646726>

And the thematic area: [The East India Company](#).]

Week Four: Indenture

1. **a) February 11**

Rachel Sturman, "Indian Indentured Labor and the History of International Rights Regimes," *The American Historical Review*, Volume 119, Issue 5, 1 December 2014, Pages 1439–1465 [find journal via CLIO, and journal search for the AHR]

1. **b) February 13:**

Read Part 1 of *Coolie Woman*, posted under 'Indenture and Diaspora readings,' in Files and Resources

*Prepare by listening to reading of 'Dark Waters,' at:

<http://cooliewoman.com/excerpts-etc/>

and check out the website for more about Bahadur's archival journey in tracing the history of her great-grandmother's life

Suggested:

*Irfan Habib, "Studying a Colonial Economy Without Perceiving Colonialism," *Essays in Indian History: Towards a Marxist Perception*, pp. 336-366.

Additional Online Resources:

See thematic area of India, Raj and Empire <http://www.columbia.edu/cgi-bin/cul/resolve?clio8646726>

Sub-theme The Raj: British Government and Administration of India after 1858
<http://www.indiaraj.amdigital.co.uk/Documents?page=1&returning=true>]

Week Five: Social Reform of Gender

Learning Objectives:

New social relations of gender; changing ideas of love, conjugality, rights, and (female) interiority.

1. **a) February 18:**

*Lata Mani, "Contentious Traditions: The Debate on Sati in Colonial India," *Recasting Women: Essays in Indian Colonial History*, pp. 88-126.

Tanika Sarkar, "A Pre-History of Rights: The Age of Consent Debate in Colonial Bengal," *Feminist Studies*, Volume 26, No. 3, 200: 601-622 [find on CLIO by doing a journal search and then finding this issue of *Feminist Studies*]

1. **b) February 20:**

*Anupama Rao, "Caste, Colonialism, and the Reform of Gender: Perspectives from Western India," *Gendering Colonial India*, ed. Charu Gupta, pp. 239-264.

Additional Online Resources:

South & Southeast Asian Literature [Alexander Street database]

<http://www.columbia.edu/cgi-bin/cul/resolve?clio6697369>

is focused on late-colonial and postcolonial literature, and includes works on feminist issues.

Including 105 authors under [place: India](#).

Including, for example, Lal Bihari Day on [The Sati](#).]

ASSIGNMENT DUE Monday, Feb, 25@5PM: SHORT RESPONSE PAPER

Week Six: Anticolonialism

Learning Objectives:

Rise of new publics; politics of the street; relationship of anticolonialism to social reform; the new category of 'religion' as distinct from politics.

1. **a) February 25:**

Metcalf and Metcalf

1. **b) February 27:** Khilafat, Islamic Modernism

Devji, "The Idea of a Muslim Community in India, 1857-1906," in *Colonial and Post-colonial Governance of Islam*, eds. Maussen, Bader, and Moor. Amsterdam: Amsterdam University Press, 2011: 113-132

Week Seven: Internationalism

Learning Objectives:

1. **a) March 3:**

Indians in WWI: <https://www.channelnewsasia.com/news/video-on-demand/asia-in-the-great-war>

b) March 5:

*Neeti Nair, "Bhagat Singh as 'Satyagrahi': The Limits to Non-Violence in Late Colonial India," *Modern Asian Studies*, Vol. 43, Number 3, May 2009: 649-681 [access via CLIO]

Primary Documents:

Bhagat Singh, "Joint Statement with B.K. Dutt," "Regarding Suicide," and "To Young Political Workers," (<http://www.marxists.org/archive/bhagat-singh/index.htm>).

Suggested:

*Special Issue on Meerut in *Comparative Studies in South Asia, Africa and the Middle East*, 33:3, 2013 [access through CLIO, find journal title, and access the relevant issue]

Additional Online Resources:

and The Meerut Conspiracy Trial, 1929-1933

<https://clio.columbia.edu/catalog/10778675>

For a U.S. based (San Francisco) example, the digital archive on The Hindu Conspiracy Cases (1908-1933)

<http://clio.columbia.edu/databases/10785835>

Week Eight:

IN-CLASS MIDTERM ON Tuesday, MARCH 10, 2019

1. **b) Thursday, March 11:**

*David Arnold, *Gandhi: Studies in Power*, pp. 1-72.

!!!March 14-22: SPRING BREAK!!!

Week Nine: Gandhi and the Thought of Non-Violence

1. a) **March 24:**

M. K. Gandhi, *Hind Swaraj*

*Isabel Hofmeyr

*Radhika Mongia, "Gender and the Historiography of Gandhian Satyagraha in South Africa," *Gender and History*, Vol. 18, Number 1, 2006: 130-149 [access through CLIO, search for journal title, then access the relevant issue]

1. b) **March 26:**

*Shahid Amin, "Gandhi as Mahatma: Gorakhpur District, Eastern UP, 1921-2," *Selected Subaltern Studies*, pp. 288-348.

Additional Online Resources:

I. We have access to Foreign Office Files for India, Pakistan and Afghanistan [covers 1947-1980]

http://www.archivesdirect.amdigital.co.uk/Introduction/FO_India/default.aspx

a) Keyword searches for historical figures such as Gandhi and Jinnah, or on topics such as "communism," will retrieve much formerly classified material.

b) With various introductory essays making use of these primary sources, such as [Ayesha Jalal's](#) "The development of the Indian and Pakistani states."

II. Also useful should be the Times of India Proquest archive:

<http://www.columbia.edu/cgi-bin/cul/resolve?clio8497938>

a) Including not only textual material, but editorial cartoons [of Gandhi](#), of [Nehru](#), and other figures.

b) Also Columbia libraries has various [films of interest](#). Including a documentary, [Azad and Jinnah](#) : a political rivalry in late colonial India]

Week Ten: Anti-Caste Radicalism

1. a) **March 31**

B. R. Ambedkar, *The Annihilation of Caste*

Check under **Files and Resources** for biographical details of anticaste thinkers ("Anticaste Thinkers") and notes for this weeks lecture ("Caste.Critique")

1. b) **April 2:**

Rao "Dalit as a Political Minority," *The Caste Question: Dalits and the Making of Modern India*, pp. 118-160.

Primary Documents:

Jotirao Phule, "Slavery," *Selected Works of Mahatma Phule*, 22-99

Week Eleven: Muslim Nationalism

1. a) **April 7:**

*Muhammad Iqbal, "Presidential Address at Allahabad in 1930," in *Sources of Indian Tradition, Vol, II*, pp. 218-222

*M.A. Jinnah, "Presidential Address at Lahore in 1940," in *Sources of Indian Tradition, Vol. II*, pp. 228-231.

Metcalf and Metcalf (skim for background information)

1. b) **April 9:**

*Ayesha Jalal, *The Sole Spokesman: Jinnah, the Muslim League, and the Demand for Pakistan*, selection.

Dwaipayan Sen, on Jogendranath Mandal, "Representation, Education, and Reform..." *Modern Asian Studies*, 48, 1, 2014: 77-119.[find on CLIO, journal search]

Primary Documents:

B. R. Ambedkar, *Pakistan, or the Partition of India* [selections: Part III.; Ch. VIII; Chapter IX is recommended (on the global comparisons) but not necessary]

Week Twelve: Partition

April 14:

*Ritu Menon and Kamla Bhasin, *Borders and Boundaries: Women in India's Partition*, pp. 67-126.

*Gyanendra Pandey, *Remembering Partition: Violence, Nationalism, and History in India*, pp. 1-44.

April 16: guest lecture

[Additional Resources:

I. U.S. State department archive relevant to the period of Independence
India from crown rule to republic, 1945-1949 : records of the U.S. State Department.
<http://www.columbia.edu/cgi-bin/cul/resolve?clio10785792>

II. The Cambridge film studies archive has some clips from Partition:
<https://www.s-asian.cam.ac.uk/archive/films/>]

ASSIGNMENT DUE Friday, April 17@5PM: SECOND SHORT RESPONSE PAPER

Week Thirteen: State Formation

April 21

1. a) Pakistan

Christophe Jaffrelot, *The Pakistan Pradox: Instability or Resilience*

Find on CLIO as eBook, this is available on:

<http://www.oxfordscholarship.com.ezproxy.cul.columbia.edu/view/10.1093/acprof:oso/9780190235185.001.0001/acprof-9780190235185>

(Read Introduction, Chapter 3, and 8)

1. b) Bangladesh: remembering 1971

Note: all articles should all be read with a critical eye:

<https://www.smithsonianmag.com/history/genocide-us-cant-remember-bangladesh-cant-forget-180961490/>

<https://scroll.in/article/808023/has-bangladesh-finally-buried-the-ghosts-of-1971-war-crimes-along-with-motiur-rahman-nizami>

<https://www.thehindu.com/opinion/op-ed/remembering-1971/article17588759.ece>

State and religion:

<https://scroll.in/article/805988/as-bangladesh-court-reaffirms-islam-as-state-religion-secularism-hangs-on-to-a-contradiction>

April 23: guest lecture

Suggested:

*Ali Usman Qasmi, "A Master Narrative for the History of Pakistan: Tracing the Origins of an Intellectual Agenda," *Modern Asian Studies*, 2018: 1-40. [Find via CLIO journal search, and then find the first issue of the journal for 2018]

Week Fourteen:

April 28 and April 30

Group presentations on the following topics below. Readings TBA for each section

How does this work?

- a) Students will form groups of about 7-10
- b) We will then cluster 2-3 groups around one of the topics below.
- c) Groups and Topics will be chosen by lottery

a) Poverty, Political Economy

*P. Sainath, *Everybody Loves a Drought* below.

archive.org: <https://archive.org/details/EveryoneLovesAGoodDrought/page/n3>

Please read the chapters:

1. a) "The Meek Shall Inherit the Earth"
2. b) "Lenders, Losers and Credit"

Online Resource:

PARI [Peoples' Archive of India]

(It's great strength is its photo and video archive)

<https://ruralindiaonline.org/albums/other>

Bodies of Labour:

Sainath's photographs of women undertaking domestic, farm, and construction labour:

<https://ruralindiaonline.org/albums/balance-and-bend>

The Album PARI curated for Women's Day, 2015 to depict different labour performed by women. The Photographs are just powerful but they are compiled into collages:

<https://ruralindiaonline.org/albums/photostorm:-women-and-their-many-worlds>

*In Search of Dignity and Justice - Sudharak Olwe

<http://www.galli.in/2013/10/search-dignity-justice-sudharak-olwe.html>

(A powerful and haunting photo essay about some thirty thousand conservancy workers employed by the Bombay Municipal Corporation.)

OR

b) South Asia after 9/11

Drone segment for data surveillance

OR

Climate Urbanism

OR

Gender and Sexuality

*****Study Session During Reading Week**

Final Exams: May 16, 9AM-12PM