South Asia II: Empire and Aftermath

Course Objectives

This survey focuses on the historical evolution of the cultures, polities, 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 subcontinent. 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. You are allowed two absences across the semester. You will be graded down by a half grade for each missed session thereafter. You will also be penalized for late arrivals or disruptions.
-**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 TAs will lead discussion on material presented in class. If you have more than two unexcused absences, you will be required to provide us with a note from your dean or doctor.

**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.
Emails: http://barnard.edu/disabilityservices OR disability@columbia.edu.

**Texts and Readings for the Course**

**Readings**
1. a) Readings marked with an asterisk “*” will be posted on Courseworks. Check under "Files" for the readings, as the hyperlinks (in Syllabus) may not work.
1. b) Journal articles are available online through CLIO. You need to get online and find it by navigating the CU library.

1. c) Any online, publicly available content will be linked. They will appear on the syllabus below under “Sites to Explore”

1. d) 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.

Note: Ishita Banerjee-Dube’s text will function as the basic textbook for this class, though we will always read this text together with more interpretive essays. *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**


**-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

**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 22:

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

1. b) January 24:
Global South Asia

Readings:
1) "Maps in the Mind, and the Mobility of Asia" (David Ludden)- link below:

2) Spices and the Indian Ocean:

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

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/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: Pre-Colonial Polities and the Eighteenth-Century Successor States**

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

1. a) January 29:
   Banerjee-Dube, Ch. 1, pp. 2-41

1. b) January 31:

**Suggested:**


*Attend Prof. Prachi Deshpande’s Lecture, 4-6PM on Thursday, January 31 if possible*

**Week Three: Land, Law, and Company-State**

Learning Objectives:
The 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) February 5
   Banerjee-Dube, Ch. 2, pp. 42-79

1. b) February 7:
   *Ranajit Guha, A Rule of Property for Bengal, pp. 1-57.

   *Eric Stokes, The English Utilitarians and India, pp. 81-139.

**Note: Discussion Sections Begin**
**Primary Document:**

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**Week Four: Race, Revolt, and the Indian Mutiny**
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 12
   Banerjee-Dube. Ch. 3, pp. 80-133

1. b) February 14:

Screening of “The Rising” [excerpts] in class

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**Week Five: Culture and the Infrastructural State**
Learning Objectives:
Technologies of identification; the sciences of society; rise or modern bureaucratic states; the late 19/20C colonial economy.

1. a) February 19:


1. b) February 21:

**Talk by Prof. Radhika Mongia (York University), 4-6PM**
**Primary Document:**
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:**

**ASSIGNMENT DUE Friday, Feb, 22@5PM: SHORT RESPONSE PAPER**

**Week Six: Social Reform of Gender**
Learning Objectives:
New social relations of gender; changing ideas of love, conjugality, rights, and (female) interiority.

1. a) February 26:


1. b) February 28:


**Primary Document:**
**Week Seven: Religion and Politics**
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) March 5:
   Banerjee-Dube, Ch. 6, pp. 220-259

**IN-CLASS MIDTERM ON THURSDAY, MARCH 7, 2017**
(Study Session Wednesday evening)

**Week Eight: Internationalisms**
1. a) March 12: Islam, Khilafat, Islamic Modernism

1. b) March 14: Marxism

**Primary Documents:**

***March 16-24: SPRING BREAK!!!***

**Week Nine: Gandhi and the Thought of Non-Violence**
1. a) March 26:

1. b) March 28:

**Primary Document:**
*Hind Swaraj*

**Week Ten: Anti-Caste Radicalism**
1. a) April 2
Check under Files and Resources for biographical details of anticaste thinkers ("Anticaste Thinkers") and notes for this weeks lecture ("Caste.Critique")
1. b) April 4:

**Primary Documents:**

Valerian Rodrigues, *Essential Writings of Babasaheb Ambedkar*, TBA

**Week Eleven: Muslim Nationalism**
1. a) April 9:
Banerjee-Dube, last 4 sections of Ch. 9

1. b) April 11:
*Ayesha Jalal, The Sole Spokesman: Jinnah, the Muslim League, and the Demand for Pakistan*, pp. 82-207.

**Primary Documents:**
Muhammad Iqbal, “Presidential Address at Allahabad in 1930,” in *Sources of Indian Tradition, Vol. II*, pp. 218-222


**ASSIGNMENT DUE Friday: SECOND SHORT RESPONSE PAPER**

**Week Twelve: Partition**
April 16:

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

April 18: on SAADA [South Asian American Digital Archive]
a talk by Samip Mallick

**Week Thirteen: TBD**
April 23, 25

**Week Fourteen**
April 30
“South Asia after 9/11”

May 2:
Concluding remarks, etc.

***Study Session During Reading Week, May 7-9 in the evening, probably 6-8PM***

Final Exams: exact date TBA

*Please note that mid-terms and final exams will NOT be administered except on the specified dates. Students should make no travel plans that will require exceptions to this rule.*