

Professor Anupama Rao
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Office Hours: W 2-4PM
Location: 226 Lefrak Center (Barnard Hall)

Teaching Assistants and Section Meeting Times:
TBA

55 mt. sections are mandatory for this course. Section meetings begin Week 3.

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 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. 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.

The week's reading will be structured in the following manner: you will read the selections from Banerjee-Dube (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

Ishita Banerjee-Dube, *A History of Modern India* (Cambridge University Press)

-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:

<http://www.sas.upenn.edu/~dludden/davidludden62-4.pdf>

2) 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

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

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).

1. a) January 29:

Banerjee-Dube, Ch. 1, pp. 2-41

1. b) January 31:

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

Suggested:

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.

Muzaffar Alam, "Eastern India in the Early Eighteenth Century 'Crisis': Some Evidence from Bihar," *Indian Economic and Social History Review* 28.1 (1991): 43-71.

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

Week Three: Land, Law, and Company-State

Learning Objectives:

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:

*Ranjit 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:

Alexander Dow, *The History of Hindostan* (1792), "A Dissertation Concerning the Origin and Nature of Despotism in Hindostan," and "An Enquiry into the State of Bengal," *Eighteenth Century Collections Online*, pp. 21-67.

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:

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

Screening of "The Rising" [excerpts] in class

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:

*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.

1. b) February 21:

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]

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:

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

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:

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

Lucy Carroll, "Law, Custom, and Statutory Social Reform: the Hindu Widows' Remarriage Act of 1856," *Indian Economic and Social History Review* 20.4 (1983): 363-388.

1. b) February 28:

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

Primary Document:

*Tarabai Shinde, *Stri-Purush Tulana, or a Comparison Between Women and Men* (1882), trans. Rosalind O'Hanlon, pp. 1-9, pp. 72-134.

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

*Kris Manjappa, *M.N. Roy: Marxism and Colonial Cosmopolitanism*, pp. 1-62.

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>).

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

Week Nine: Gandhi and the Thought of Non-Violence

1. a) March 26:

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

1. b) March 28:

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

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:

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

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

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

ASSIGNMENT DUE Friday: SECOND SHORT RESPONSE PAPER

Week Twelve: Partition

April 16:

*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 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.**