

History 385 Topics in South Asia, India: Modern South Asia I (1757-1971)

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Office location: 369 McKenzie Hall

Office hours: Mon. 12p-2p, Wed. 4:30p-5:30p or by appointment.

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This course aims to introduce students to South Asian history in the modern period. The course will navigate through three areas of modern South Asian history that explore: Early Modern South Asia and Shifts in Power; Imperial Citizens or Colonial Subjects?; and Toward Independence and Partition of British India. Within these areas students will survey the contexts, spaces and balance of forces that entailed European colonization (beginning in 1757), the emergence of nationalism and anticolonialism, religious reform and communal violence, new roles for women, various aspects of South Asian capitalism, dynamics of caste inequality, popular movements, aspects of South Asian cities in the 20th century, and the creation of Bangladesh (1971). Course materials include primary sources (personal papers and diaries, memoirs and autobiographies, speeches and public writing, didactic text, official correspondence, non-participant observations and a legal code), secondary sources (historical accounts, ethnographies and review essays), and a selection of films. Key to understanding this overview of modern South Asian history is to gain an appreciation of what the categories of ‘tradition’ and ‘modernity’ have come to mean in the sub-continent and how these have been—and continue to be—associated with understandings of ‘community’, ‘territory’, ‘devotion’, ‘culture’, ‘freedom’, ‘gender’, ‘profit’, ‘sexuality’, ‘caste’, ‘the city’ and ‘beauty’.

Requirements and Expectations (please also see the subsequent pages for related information)

Full and informed participation, two Response Papers, an Interpretive Paper, a Mid-term and Final exam.

On Participation: Since this course depends on your active and informed participation, I expect you to attend class regularly, read the assigned scholarly texts and Primary Source Documents before coming to class, be prepared to discuss and critique the readings in class, pose questions and converse with your classmates and me. This means bringing class readings to class with you: be prepared to refer to specific passages when making historical sense of the Documents, and to contribute when we work to pinpoint or to “walk through” the arguments of scholarly essays. Your success and experience in this course is dependent upon each person joining in an ongoing conversation on the themes and competing views of South Asian history, the writing of history and the role of the past in contemporary South Asia and its global linkages today.

Response Papers: Two response papers, 4 pages each, which reflect on and analyze the Primary Source Documents are due by the dates indicated on this syllabus. You will find guidance on how to read Documents historically in the **Assignment Guidelines** posted on Blackboard however I also urge you to take also notes on my own discussions and citing of the primary documents since the methods of interpretation of primary source

material are as diverse as the various kinds of evidence that is available. Please email Response Papers to me with the following subject header (without the quotes): ‘response paper 399’. While formal presentations will not be required, do come to class prepared to share your analysis, and to support it with textual evidence.

Exams and Interpretive Paper: In addition to a Mid-term and Final Exam, you must write a 7-10 page Interpretive Paper. The Interpretive Paper is a short research paper that analyzes a Primary Source Document of your choice that is pertinent to an issue or question in modern South Asian history. The Interpretive Paper is an opportunity for you to explore a question or topic that interests you or pursue a subject in more detail that we touched on in class. There are resources to help you to select a topic, and to locate a suitable document. These include a **Library Guide** for the course that includes places and forms of relevant primary source documents (use the link available in Blackboard or go to <https://library.uoregon.edu/node/3064>). Please feel free to seek help and advice from me; and assistance from John Russell, the librarian for the Department of History in Knight Library. The **Midterm Exam** and **Final Exam** provide opportunities for you to review, to make sense of what we have read and discussed. I will explain the format the **Midterm Exam** and **Final Exam** in class.

General class rules: No loud food in class (i.e. food that makes a lot of noise as it is consumed). Cell/smartphones OFF. Wi-Fi on laptops OFF. Absences or late assignments will only be excused in the event of documented illness. For late assignments I will subtract one-third of a letter grade from the grade that it otherwise would have earned (e.g., a B paper will become a B- paper). The paper will continue to lose one third of a letter grade per day thereafter. All work that you turn in must be your own. Any work submitted for credit that includes the words or ideas of anyone else must fully and accurately identify your source in a complete citation. If you are confused about this or do not understand the consequences of academic dishonesty at the UO—or the ethical issues behind these university policies—please read the UO plagiarism policy: <http://libweb.uoregon.edu/guides/plagiarism/students/> .

If you have physical or learning differences that require special accommodations official notice from Disability Services (see <http://ds.uoregon.edu>) is required. I will do everything in my power to address all documented needs.

Grading and Grade Distribution

1. Informed Participation	15 %	(evaluation throughout the semester)
2. Map assignment	5 %	
3. Response papers (two)	20 %	
4. Mid-term exam	20 %	
5. Interpretive Paper	20%	
6. Final Exam	20%	

Required texts (available at the Duck Store):

1. *Modern South Asia: History, Culture, Political Economy* by Sugata Bose and Ayesha Jalal
 2. Stephen Hay, ed., *Sources of Indian Tradition* (below as *Sources*), Vol. 2
- Several **Primary Source Documents** assigned for the course are available at:

<https://blackboard.uoregon.edu>

Some primary sources are available via a link from the **Library Guide** at:

<https://library.uoregon.edu/node/3064>

Reading Schedule and Class Reading/Themes (may be adjusted as we progress, I will notify you in advance):

Mon September 24

Introduction: South Asia—What, Where and When

-Syllabus Review

-Introduction to issues in Modern South Asian History.

EARLY MODERN SOUTH ASIA AND SHIFTS IN POWER

Wed Sept. 26 Map assignment given.

The Mughal Empire

-Bose and Jalal, Ch. 4, 'The Mughal Empire: State, Economy and Society,' pp. 28-38.

-*Susan Bayly, Ch. 1, 'Historical Origins of A "Caste Society"', in *Caste, Society and Politics in India From the Eighteenth Century to the Modern Age* (1987), pp. 25-63.

Primary Source Document:

-*Read and Bring to class selection from: *The Jahangirnama: Memoirs of Jahangir, Emperor of India* (3 pages).

Mon October 1 **Map assignment due.**

Shifts in Imperial Power and The East India Company

-Bose and Jalal, Ch. 5 and 6, 'India Between Empires' and 'The Transition to Colonialism: Resistance and Collaboration', pp. 39-53.

-* Susan Bayly, Ch. 2, "'The Brahmin Raj': Kings and Service People c. 1700-1830", in *Caste, Society and Politics in India From the Eighteenth Century to the Modern Age* (1987), pp. 64-97.

Primary Source Document:

Read and Bring to class the following source that discusses the Battle of Plassey and the end of the Mughal Empire:

-*Sir Robert Clive: 'The Battle of Plassey, 1757' (2 pages)

<http://www.fordham.edu/halsall/mod/1757plassey.asp> .

Wed Oct. 3

Trade and the East India Company

-*Sudipta Sen, 'A Permanent Settlement of Marketplaces', in *Empire of Free Trade* (1998), 120-143.

-*David Arnold, Ch. 2, 'Science Under the Company', in *Science, Technology and Medicine in Colonial India*, pp. 19-56.

Primary Source Document:

-*Read and Bring to class selection from 'Colonel Clive to the Secret Committee of Directors, 26 July 1757' (8 pages).

Mon Oct. 8 **First Response Paper Due Today**

Constructing Native Culture and Company Rule

-*Bernard Cohn, chapter Four entitled ‘The Transformation of Objects into Artifacts, Antiquities, and Art in 19th Century India, in *Colonialism and Its Forms of Knowledge* (1995), pp. 76-105.

Primary Source Document:

-*Read and Bring to class selections from N.B. Halhed, *A Code of Gentoo Laws, or Ordinations of the Pundits* (1776) (39 pages)

IMPERIAL CITIZENS OR COLONIAL SUBJECTS?

Wed Oct. 10

The Indian Mutiny

-Bose and Jalal, Ch. 9, ‘Eighteen Fifty-seven: Rebellion, Collaboration and the Transition to Crown Raj’, pp. 72-79.

- *Francis Robinson 2000. ‘The Muslims of Upper India and the Shock of the Mutiny.’ *In Islam and Muslim History in South Asia*, pp. 138-155.

Primary Source Document:

-Read *Mutiny Memoirs: Being Personal Reminiscences of the Great Sepoy Revolt of 1857* by Colonel Alfred Robert Davidson Mackenzie, Ch. 1, ‘The Outbreak’, pp. 1-30. **Note**

this is a google book available at:

http://books.google.com/books?id=aoUxAQAAMAAJ&printsec=frontcover&dq=Mutiny+memoirs+:+being+personal+reminiscences+of+the+great+sepoy+revolt+of+1857&source=bl&ots=H-2eDTSrSw&sig=Te-Zcp_E8rxyCZu_VkOVUCqVPbs&hl=en&sa=X&ei=jjVeUObGLYP-iQLNIYGgBg&ved=0CC8Q6AEwAA#v=onepage&q=Mutiny%20memoirs%20%3A%20being%20personal%20reminiscences%20of%20the%20great%20sepoy%20revolt%20of%201857&f=false

-*compare Mackenzie’ account and focus with interpretation with Sayyid Ahmad Khan’s 1873. *The Causes of the Indian Revolt*, pp. 1-17. (Bring to class)

-*Sources*, Syed Ahmad Khan, pp. 180-183, for a brief introduction to the author.

Mon Oct. 15

Rule Under the Crown

-Bose and Jalal, Ch. 10, ‘High noon of colonialism, 1858 to 1914: state and political economy,’ pp. 80-88.

-* **Primary Source Document:** Read and bring to class quoted report of Colonel Robert Napier charged with the redesign of Lucknow after the rebellion, ‘The City Must be Safe’, in *The Making of Colonial Lucknow* by Veena Talwar Oldenburg, pp. 27-49.

-*Compare the account the previous primary source suggests with Gwendolyn Wright, ‘Tradition in the Service of Modernity: Architecture and Urbanism in French Colonial Policy, 1900-1930’ in *Tensions of Empire* edited by Frederick Cooper and Ann Laura Stoler, pp. 322-345.

-*Read and bring to class ‘Queen Victoria’s Proclamation to the Princes, Chiefs and the People of India’ (1858).

Wed Oct. 17

Reform, Revivalism and Early Nationalism

-Bose and Jalal, Ch. 11, "A Nation in Making? 'Rational' Reform, 'Religious' Revival and Swadeshi Nationalism, 1858 to 1914," pp. 89-103.

Primary Source Documents:

-*Dayananda Saraswati: Vedic Revivalist, in *Sources*, pp. 52-62.

-*Primary Source Document speaking about definitions of 'Custom' and Gender in the reform movement, read and bring to class selections from: 'The First Book of the Bihishti Zewar, Introductory Comments' and 'On Letter Writing', in *Perfecting Women: Maulana Ashraf 'Ali Thanawi's Bihishti Zewar* (trans. Barbara Metcalf), pp. 47-62

Mon Oct. 22

Midterm Exam (In-Class)

Wed Oct. 24

Gandhi as an Icon and Strategist

-Bose and Jalal, 'Gandhian Nationalism and Mass Politics in the 1920s', pp. 111-121

-*Chapter 2, 'Efficacies of Political Action', pp. 35-65.

Primary Source Document

-*Sources*: Mahatma Gandhi, 'Nonviolence (Ahimsa)' to 'Life as a Search for God or Truth', pp. 251-271

Mon Oct. 29

Women and the Nation

*Mrinalini Sinha, 'Refashioning Mother India', in *Specters of Mother India: The Global Restructuring of an Empire* edited by this author, pp. 152-196.

***Primary Source Document**: *Katherine Mayo, *Mother India*, selection (Bring to class), pp. 74-92.

Wed Oct. 31

Communalism

-*Gail Minault, "Emergence of the Movement." Ch. 2 in *The Khilafat Movement*, pp. 65-110.

-*Christophe Jaffrelot, 'The Invention of an Ethnic Nationalism' in *Hindu Nationalism: A Reader*, pp. 3-19.

Primary Source Document (bring to class)

-Vinayak Damodar Savarkar, in *Sources*. pp. 289-295

Mon November 5 **Second Response Paper due today.**

Dalits and Anti-Brahmanism (ex-Untouchable movement)

-*Anupama Rao, 'The Problem of Caste Property' in *The Caste Question*, pp. 81-117.

***Primary Source Document**: Ambedkar, *The Annihilation of Caste*, Sections/Points 1-14 (inclusive). available online:

http://ccnmtl.columbia.edu/projects/mmt/ambedkar/web/readings/aoc_print_orig.pdf

Or read the annotated, interactive version:

<http://ccnmtl.columbia.edu/projects/mmt/ambedkar/>

TOWARD INDEPENDENCE AND PARTITION OF BRITISH INDIA

Wed Nov. 7

Partition (India, Pakistan and Bangladesh), Genocide and Collective Memory

-Bose and Jalal, Ch. 16, "The partition of India and the creation of Pakistan," and Ch. 17, "Nineteen Forty-seven: memories and meanings", pp. 137-168.

Primary Source Documents (bring to class):

-*Selected writings from Gopal Mittal, "The Infidel Comes. Where's My Dagger!" pp. 126-133; Parkash Tandon, "Through Smoking Towns..." pp. 201-205; Madan Lal Khurana, "The Bloodshed Could Have Been Avoided" pp. 259-263 ; Mian Amiruddin, "Memories of Partition" pp. 291-298, in *Lahore 1947* edited by Ahmad Salim.

-Film: *Garam Hava*

Mon Nov. 12

The Indian Diaspora in the 20th Century: Special Focus on Migration to the United States (i.e. the west coast)

-*Karen Leonard, 'Context: California and the Punjab', in *Making Ethnic Choices*, pp. 17-61.

-Primary Source Documents:

<http://chroniclingamerica.loc.gov/lccn/sn85066387/1910-05-21/ed-1/seq-18/>

the various photos at the links (by family name): <http://www.pbs.org/rootsinthesand/>

http://www.pbs.org/rootsinthesand/i_bhagat2.html

Wed Nov. 14

Capitalism and the Culture of Markets

-*Ritu Birla, 'Hedging Bets: Speculation, Gambling, and Market Ethics, 1890-1930' in *Stages of Capital: Law, Culture, and Market Governance in Late Colonial India*, pp. 143-198.

-***Primary Source Document** (bring to class): 'Good-bye World' in *Maximum City* by Suketu Mehta (these are non-participant ethnographic observations of a rite of passage in Mumbai in the 1980s).

Mon Nov 19

Building Pakistan/Building a Nation State

-*Matthew Hull, 'Uncivil Politics and the Appropriation of Planning in Islamabad', in *Beyond Crisis: Re-Evaluating Pakistan* edited by Naveeda Khan, pp. 452-481

-*Chad Haines, 'Reorienting National Horizons: The Silk Route Imagined', in *Nation, Territory, and Globalization in Pakistan*, pp. 53-75.

Wed Nov. 21 **Interpretive Paper Due today**

Postcolonial Urbanism: Experiments with an American Vision of the City in India

-* 'A City of Order' in *Pirate Modernity: Delhi's Media Urbanism* by Ravi Sundaram, pp. 28-66.

-***Primary Source Document** (bring to class): The City as a Space for Democratic Participation, Development and Recreation, in *Urban Community Development*, pp. 1-8, 10-27 (Ahmedabad Municipal Corporation).

Mon Nov. 26

The War Over Bangladesh (1971)

-*Chapter 2 ‘Creating the History of 1971’, pp. 34-72 in *The Survivors Speak from Women, War, and the Making of Bangladesh: Remembering 1971* by Yasmin Saikia.

-***Primary Source Document:** Chapter 3 ‘Victims’ Memories’, pp. 109-157.

Wed Nov. 28

Review (Take home exam distributed today).

Related to Course Requirements:

All deadlines are firm. Be prepared to encounter penalties for breaking deadlines. If you have any reasons for not meeting this course’s requirements please contact me to discuss them; it is advisable if you contact me well in advance of a request.

Papers: Note, all page limits exclude your name and titles etc. Please use Times Roman font, point 12, double-space your essays, one-inch margins on all sides.

Class participation

Your participation grade will be determined by the quality of your contributions to class discussions.

In addition to learning about modern South Asian history, I strongly encourage you interpret the primary sources so that you can sketch out how you might tell a narrative, or story, interpreting the documents. Please also consider the ideas that you come across in this course and form your own position in relation to them. Of course, this may also be a process of connecting the ideas to other positions/perspectives, histories, what you already know, or what you are learning elsewhere.

Knowledge, Writing, and Academic Honesty

Your work in this class is subject to the University plagiarism policy. Presenting the work of other authors without citing them—or as your own—is a form of plagiarism and is unacceptable and in violation of the policy. This means that copying or paraphrasing any portion of a text or image from a printed or electronic source without citing the author and/or site is also a form of plagiarism. If you are confused about this or do not understand the consequences of academic dishonesty at the UO—or the ethical issues behind these university policies—please read the UO plagiarism policy: <http://libweb.uoregon.edu/guides/plagiarism/students/> If you are uncertain how the policy applies to your work in this course, please ask me.