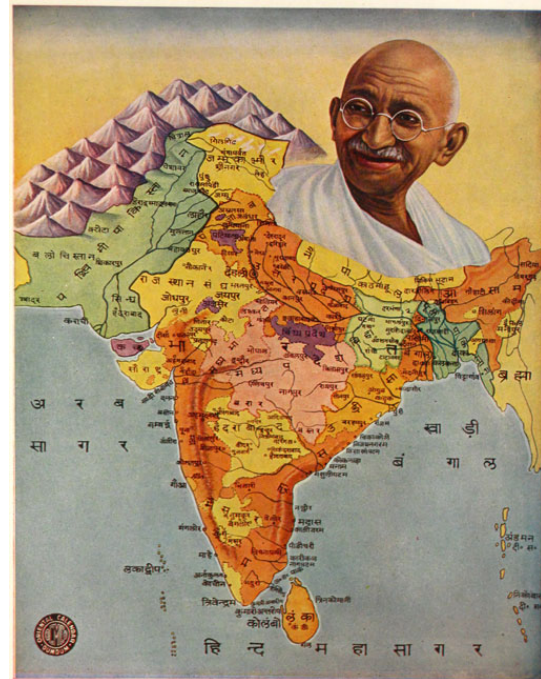


Professor Benjamin R. Siegel  
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Office: Room 205, 226 Bay State Road

Lecture, Fall 2018  
T, Th, 12:30-1:45, CAS B20  
Office Hours: T: 11:00-12:15  
Th: 11:00-12:15, 2:00-3:15 & by appt.

## HI234: Introduction to India and South Asia



### Course Description

It is easy to think of the Indian subcontinent, home of nearly 1.7 billion people, as a region only now moving into the global limelight, propelled by remarkable growth against a backdrop of enduring poverty, and dramatic contestations over civil society.

Yet since antiquity, South Asia has been one of the world's most dynamic crossroads, a place where cultures met and exchanged ideas, goods, and populations. The region was the site of the most prolonged and intensive colonial encounter in the form of Britain's Indian empire, and Indian individuals and ideas entered into long conversations with counterparts in Europe, the Middle East, East and Southeast Asia, and elsewhere.

Since India's independence and partition into two countries in 1947, the region has struggled to overcome poverty, disease, ethnic strife and political conflict. Its three major countries – India, Pakistan, and Bangladesh – have undertaken three distinct experiments in democracy with three radically divergent outcomes. Those countries' large, important diaspora populations and others have played important roles in these nation's development, even as the larger world grows more aware of how important South Asia remains, and will become.

This BU Hub course is a survey of South Asian history from antiquity to the present, focusing on the ideas, encounters, and exchanges that have formed this dynamic region. For the first two-thirds of the course, we will focus on the history of South Asia from ancient times to 1947, privileging the two-and-a-half centuries of British colonial rule in India and the political, social, and cultural contestations that culminated in its independence. In the course’s final third, we will focus on the history of the region since India’s partition, honing in on India but touching upon important comparative developments in Pakistan and Bangladesh. After proceeding chronologically, the last weeks of the course will be structured around major themes in twentieth-century South Asia: caste, religion, the Indian diaspora, pop culture, poverty, and development.

### **Learning Outcomes and BU Hub**

This course satisfies two BU Hub areas in two capacities, Historical Consciousness (Philosophical, Aesthetic, and Historical Interpretation), and Diversity, Civic Engagement, and Global Citizenship (Global Citizenship and Intercultural Literacy), and fulfils a single component of the Intellectual Toolkit (Research and Information Literacy).

More broadly, upon completing this course, you will have a broad understanding of the course of South Asian history from antiquity to the present day, and exposure to contemporary themes in South Asian politics, culture, and society. You will be able to meaningfully place contemporary events within a longer historical context, and you will have

strong insight into current events taking place on the Indian subcontinent. This course will help you build strong qualitative analytical skills, and through the podcast project, give you experience working collaboratively to build strong and clear narratives in a new medium.



### **Instructional Format and Pedagogy**

This lecture-based course will meet twice a week, with ample time allotted in most sessions for discussion and questions. There will also be one field trip to the Museum of Fine Arts in our third week together. Before each class, there are reading and other assignments which must be completed: most weeks will consist of a core reading, and a few other sources – readings, videos, web sites, apps, or songs – to consider. The details of these assignments are below, and may be subject to change; all such changes will be noted in class beforehand.

There will be two small, graded assignments towards the beginning of the semester which will account for ten percent of your overall grade. The first is a short map quiz, based upon a handout that will be distributed on the first day of class. The second is a response paper which will analyze one object from the MFA that resonates with you in the wake of our class trip.

Half of your course grade will be based upon two relatively traditional assignments, an in-class midterm (90 minutes) and a final exam (90 minutes) given during BU’s exam period, date TBD. These exams will both have short term identification sections, wherein you will be asked to identify a term and place it in context, and longer essay questions which will ask you to draw upon our class lectures, readings, and other assignments to advance a basic thesis. The term identifications will be drawn exclusively from the terms listed in the assignment section, below.

Forty percent of your classroom grade will be based upon a number of exercises leading up to a final classroom project: a mock application proposal to the Fulbright Scholar Program (see <https://www.cies.org/program/core-fulbright-us-scholar-program>) with the aim of spending a year in South Asia working on an independent research project. In the lead-up to this application, you will undertake a brainstorming exercise, write an annotated bibliography and site selection, prepare an overview and historical background section, and review five other students’ proposals.

**Books and Other Course Materials**

There is one required book for this course, and you must procure a physical copy of it: Sugata Bose and Ayesha Jalal’s *Modern South Asia: History, Culture, Political Economy*. This book is in its fourth edition, and is available at the campus bookstore, but you may work from any earlier version, as well, since the material is substantively the same.

Other materials will be drawn from a course reader, available online via Blackboard. A number of the secondary materials come from the first and second volumes of *Sources of Indian Tradition*, and you may wish to acquire copies of these books for your own reference. There will be other materials, detailed below, available online.

**Assignments and Grading Criteria**

Final grades will be based upon the following rubric:

Map quiz (in-class, September 11):	5%
MFA response paper (e-mail, September 19):	5%
Research proposal: brainstorm exercise (e-mail, September 27):	5%
Midterm exam (in-class, October 23):	25%
Research proposal: bibliography and site selection (e-mail, November 1):	10%
Research proposal: overview / historical background (e-mail, November 15):	10%
Research proposal: peer reviews (e-mail, November 26):	5%
Research proposal: final submission (e-mail, December 5):	10%
Final exam (in-class, date TBA):	25%

## Resources/Support

I am available at my regular office hours, Tuesdays, 11:00 AM to 12:15 PM, and Thursdays, 11:00 AM to 12:15 PM and 2:00 PM to 3:15 PM; booking an appointment online at <http://benjaminsiegel.youcanbook.me> is preferred to ensure a good block of time to speak, but not required. I encourage you to make regular use of these office hours for questions about the readings, your assignments, or for more general concerns. I do not use e-mail for anything other than scheduling purposes and do not check it outside of working hours; substantive questions are to be discussed in person.

This is not a writing intensive course, but you may well wish to consider the resources at the Educational Resource Center (<http://www.bu.edu/erc/>), the CAS Center for Writing (<http://www.bu.edu/writingprogram/the-writing-center/>), or the COM Writing Center (<https://bu.mywconline.com>). I am also happy to discuss study strategies in office hours.

## Class and University Policies

*Attendance:* Attendance will be taken at the beginning of each class via an attendance sheet. Missing three classes for any reason will result in a full letter grade reduction; missing four classes will result in two letter grade reductions; missing five classes will result in a failing grade for the class. The only exception to this policy is for religious observance; any classes that will be missed must be detailed by e-mail in the first week of class.

*Access:* If you have a disability that will require accommodation, please be in touch with BU Disability Services (<http://www.bu.edu/disability/>) as early as possible; students experiencing worry, distress, or other circumstances which might adversely affect their well-being or classroom performance are encouraged to reach out to the Behavioral Medicine division of Student Health Services (<https://www.bu.edu/shs/behavioral-medicine/>).

*Late Work:* No late work will be accepted for credit, nor will makeup assignments or exams be given. All assignments must be submitted digitally via e-mail, and handed in to the instructor in hard copy where indicated.

*Classroom Technology:* This course makes use of digital resources, but the classroom itself is a space where personal technology is not to be used. Use of cell phones or laptops in the classroom will result in your being asked to leave the classroom, with your absence counting against the classroom attendance policy. An exception will be made for documented accessibility needs.

*Academic Conduct:* Plagiarism is a serious offense and, if suspected, will be referred to the Dean's Office; a copy of Boston University's code of conduct is available at <http://www.bu.edu/academics/resources/academic-conduct-code/>. Each year this class has been taught, at least one student has been referred to the Dean's Office for suspected plagiarism.

## Detail of Class Meetings

### Tuesday, September 4, 2018 – The Idea of India

- Before this week’s class, take a piece of paper, a pen, and a watch. In five minutes, **brainstorm** and write down a list of all the words, people, or ideas that come to mind when you think about “India.” The ideas can be big or small, serious or frivolous, specific or somewhat abstract. Come to the first class ready to volunteer a few of these words.

*Terms to know: the Deccan, The Discovery of India, Dravidian languages, Himalayas, Indo-Aryan languages, Indo-Gangetic Plain, Indus, Ganges, and Brahmaputra Rivers, James, Sir William Jones*

### Thursday, September 6, 2018 – Ancient India From Mohenjo-Daro to the Gupta Empire

*For this session, there is a choice of assignments:*

- **Read** chapters one and two of Bose and Jalal’s *Modern South Asia*, “South Asian History: An Introduction,” and “Modernity and Antiquity: Interpretations of Ancient India.”
- **Watch** either the brief drone tour of Mohenjo-Daro filmed by Pakistan’s National Fund for Mohenjo-Daro (<https://youtu.be/q2ibUMQ5cgI>), or “Computing a Rosetta Stone for the Indus Script,” a short TED talk by University of Washington computer scientist Rajesh Rao (<https://youtu.be/kwYxHPXIaao>). Consider not only the content of the video, but the presentation – what ideas about ancient India do the creators of these presentations bring to their work?
- At the end of class, you will receive a hand-out with the information that you are to memorize for the **map quiz** in class on Tuesday, September 11.



*Terms to know: Ahimsa, Alexander the Great, Ashoka (“Ashoka the Great”), Brahmins, Buddha, Buddhism, Harappa and Mohenjo-Daro, Indo-Aryan Civilization, Indus Valley Civilization, Jainism, Mahabharata, Mauryan Empire, proto-Indo-European culture, Ramayana, Rig Veda, Rock edicts / Pillars of Ashoka, Shudras, the Gupta Empire, Vedas, Vedic sacrifice ritual*

Tuesday, September 11, 2018 – Indo-Islamic Exchanges

- **Read** chapter three of Bose and Jalal’s *Modern South Asia*, “Pre-Modern Accommodations of Difference: The Making of Indo-Islamic Cultures.”
- **Prepare** for the map quiz (5% of class grade), which will be given at the beginning of the class. Be able to identify, as per the handout, the Arabian Sea, Bangalore / Bengaluru, Bangladesh, the Bay of Bengal, Bhutan, Bihar, Bombay / Mumbai, Calcutta / Kolkata, Delhi / New Delhi, Gujarat, the Himalayas, the Indo-Gangetic Plain, Jammu and Kashmir, Kerala, Madras / Chennai, Nepal, Pakistan, Punjab, Rajasthan, Sri Lanka, Tamil Nadu, Uttar Pradesh / United Provinces, and West Bengal.

*Terms to know: Adi Granth / Guru Granth Sahib, Bhakti, Calpih, Chachnama, Conquest of Sindh, Delhi Sultanate, Five Pillars of Islam, Guru Nanak, Islam, Jizya, Kabir, Khalsa, Mahmud of Ghazni, Muhammad, Quran, Shia, Sikhism, Somnath Temple, Sufism, Sunni, Ummah*

Thursday, September 13, 2018 – The Mughal Empire

- **Read** chapters four and five of Bose and Jalal’s *Modern South Asia*, “The Mughal Empire: State, Economy and Society,” and “India Between Empires: Decline or Decentralization?”
- **Consider** the following short selection from *Sources of Indian Tradition*: Akbar, “The Divine Faith” (469-471).
- **Explore** Google Arts and Culture’s feature on the Taj



Mahal at <https://www.google.com/culturalinstitute/beta/entity/m0l8cb>. Pay particular attention to the early British photography of the site, and use the 360-degree panoramas to see how the site has been restored today.

*Terms to know: Akbar, Aurangzeb, Babur, decentralization / decline debate, Din-i-Illahi, Fatehpur Sikri, Jagat Seths, Jaipur, Jodha Bai, Marathas, “Military Fiscalism,” Mughals, Rajputs, Shah Jahan, Taj Mahal*



*Praudha Adhira Nayika (The Mature Heroine Without Self-Control), 17<sup>th</sup> Century Punjab, @ the MFA*

Tuesday, September 18, 2018 – Visit to the Museum of Fine Arts, Boston

- In lieu of our regular class meeting, we will convene at the Museum of Fine Arts, Boston (465 Huntington Ave.) for a **tour** of the South Asian collection. Admission to the Museum is free with your BU ID. Please meet on the steps of the museum ten minutes before our scheduled class time, and we will proceed to the South and Southeast Asian Art wing (Gallery 176). The class will be split into two groups for purposes of the tour.
- Choose one object from the South Asia collection that resonates with you, and **write** a **500-word analytical response**. You may take different stylistic approaches, but consider the following questions: what is this object? For what purpose might it have been created? What does it depict, and what does it invoke?? What can you say about its style? How does it reflect some of the themes we have been discussing in the class?
- **Send** this response to the instructor via **e-mail** by midnight on Wednesday, September 19. Along with this response, please add in the e-mail a few sentences about what subjects, broadly speaking, you would like to investigate for your Fulbright proposal.

Thursday, September 20, 2018 – Research Proposal Brainstorming Workshop

- Donald Altschiller of Mugar Library will join us in class for a workshop on how to use library tools and databases to identify scholarly resources. We will then break up into small groups to collectively brainstorm broad ideas for individual Fulbright proposals.

On Monday, September 24, 2018, the Harvard Academy for International and Area Studies is hosting a **book launch discussion** for my new book, *Hungry Nation: Food, Famine, and the Making of Modern India*; the event will be held between 4 and 6 PM at the Weatherhead Center, 1737 Cambridge Street, Cambridge, room K262; **2% class bonus** will be offered for attendance.

Tuesday, September 25, 2018 – The Rise of the British Empire in South Asia

- **Read** chapter six of Bose and Jalal’s *Modern South Asia*, “The Transition to Colonialism: Resistance and Collaboration.”
- **Consider** the following two short sections on wealth and power in the years surrounding the transition to British Rule: “Business Men are the Glory and Ornament of the Kingdom” (22-23), and Ghulam Husain Khan, “The Nawab of Bengal, the Marathas, and the Jagat Seths” (24-25). What, for these writers, is “power?” How do the tie these ideas to earlier understandings of religious, cultural, economic, or political power?



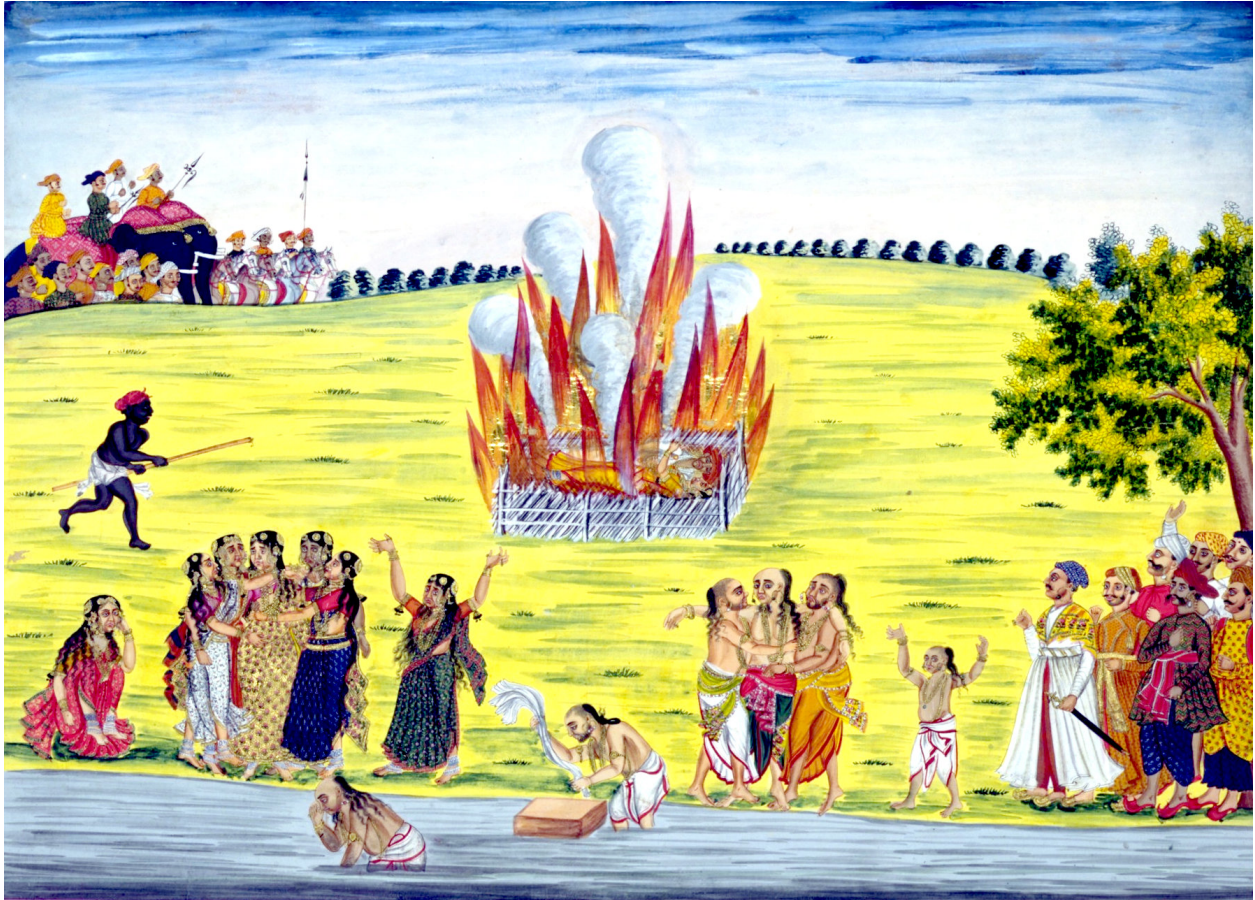
*Terms to know: Battle of Buxar (1757), Battle of Plassey (1764), "Black Hole of Calcutta", Bombay, Calcutta, Madras, Diwani, East Indies, English East India Company, "factories," Nawab, Robert Clive, Siraj-ud-Daula, Surat*

Thursday, September 27, 2018 – Indian Society Under Company Raj

- **Read** chapter seven of Bose and Jalal’s *Modern South Asia*, “The First Century of British Rule, 1757 to 1857: State and Economy.”
- After reading the short essay at <http://www.vam.ac.uk/content/articles/i/indian-company-paintings/>, **browse** the Victoria and Albert Museum’s extensive collection of Indian “company paintings.” Select two that interest, inspire, or puzzle you and consider what these paintings might tell us about culture and society during the first century of British rule on the subcontinent.
- By 5:00 PM, please **e-mail** to the instructor a **500-word introduction to your Fulbright research proposal**. This introduction will outline a) what sparked your initial interest in the subject, b) what library resources you used to investigate it, and c) what is the general “problem” or “problems” in South Asian history, society, economy, arts, politics, or culture that you intend to investigate. Identify, in your introduction, a few sites where you might wish to base yourself, and at least three books or articles already written on the subject.

*Terms to know: British “Residents,” Lord Cornwallis, opium, Permanent Settlement (1793), Raj, Royal Asiatic Society of Bengal, Sepoys, Subsidiary Alliance / Princely State, Thug / Thuggee, Tipu Sultan, Warren Hastings, Zamindar*





Tuesday, October 2, 2018 – Religious and Social Reform in British India

- **Read** chapter eight of Bose and Jalal’s *Modern South Asia*, “Company Raj and Indian Society, 1757 to 1857: Reinvention and Reform of ‘Tradition.’”
- **Consider** the following short selections from *Sources of Indian Tradition*: Thomas Babington Macaulay, “Speech to Parliament on the Government of India Bill,” “The Minute on Education,” (68-72) and Rammohan Roy, “Hinduism is Not Inferior to Christianity” (74-75).
- **Compare** the anonymous, company-era painting of sati made in Thanjavur district, at <http://collections.vam.ac.uk/item/O15842/sati-ceremony-painting-unknown/> and above, with Bengali painter Nandalal Bose’s 1943 depiction of the same practice at <https://www.wikiart.org/en/nandalal-bose/sati-1943>. Is there a “message” to each one of these depictions? Who were their intended audiences?

*Terms to know: Bengal Renaissance, Bhadrakalok, Brahma Samaj, Minute on Education (1835), Rammohan Roy, Sati, Shah Waliullah, William Bentinck, Young Bengal*



Thursday, October 4, 2018 – The “Great Mutiny” of 1857

- **Read** chapter nine of Bose and Jalal’s *Modern South Asia*, “Eighteen Fifty-Seven: Rebellion, Collaboration and the Transition to Crown Raj”
- **Consider** the following perspectives on the “Great Mutiny” from *Sources of Indian Tradition*: the Azamgarh Proclamation (98-101), The Rani of Jhansi: An Eyewitness Account (101-106), and Bahadur Shah: The Last Days of the Last Mughal Emperor (106-108). With these accounts in mind, would you consider the events of 1857 to be “nationalist” in character? Come to class prepared to give three reasons for or against.

*Terms to know: Awadh / Oudh, (the Marquis of) Dalhousie, Doctrine of Lapse, Government of India Act (1858), Great Rebellion / Great Mutiny / First Indian War of Independence, Kanpur, “martial races,” Meerut, Sayyid Ahmad Khan*

Tuesday, October 9 is a Monday schedule, and on Thursday, October 11, I will be in Madison, Wisconsin to present at the annual Conference on South Asia.

Tuesday, October 16, 2018 – India’s “Crown Raj” and Late Colonial Economy

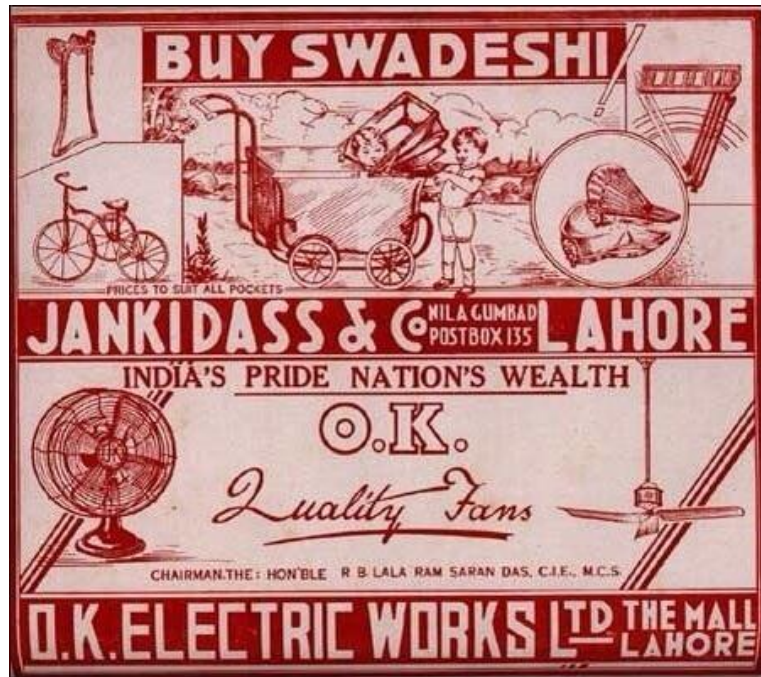
- **Read** chapter ten of Bose and Jalal’s *Modern South Asia*, “High Noon of Colonialism, 1858 to 1914: State and Political Economy”
- **Consider** the following perspectives on late colonial economy and the beginnings of Indian “nationalism” from *Sources of Indian Tradition*: Dadabhai Naoroji, “The Pros and Cons of British Rule” (188-191), Romesh Chunder Dutt, “The Causes of India’s Poverty” (211-216), and Sayyid Ahmed Khan, “The Indian National Congress as a Danger and a Folly” (216-224). What might account for Khan’s different understanding of the benefits and costs of colonial rule?

*Terms to know: Crown Raj, Dadabhai Naoroji, “Drain of Wealth” theory, Hill Stations, Indentured Indian Labor, Indian Civil Service, Indian National Congress*

Thursday, October 18, 2018 – The Birth of “Swadeshi” Nationalism

- **Read** chapter eleven of Bose and Jalal’s *Modern South Asia*, “A Nation in the Making? ‘Rational’ Reform, ‘Religious’ Revival and Swadeshi Nationalism, 1858 to 1914.”
- Read Bankim Chandra Chatterjee’s “Hail to the Mother” (SOIT 254-262), and **consider** the Wikipedia article on the song at [https://en.wikipedia.org/wiki/Vande\\_Mataram](https://en.wikipedia.org/wiki/Vande_Mataram).
- **Search** on YouTube for recent versions of “Vande Mataram” on YouTube or Spotify. How is this 130-year-old song being sung or produced today, and what images are used to accompany the song? To what degree might this song be resonant – or not? – to Indians today?

*Terms to know: Age of Consent Rule, Arya Samaj, Bal Ganghadar Tilak, Vande Mataram, Caste, Communalism, Cow Protection Movement, Deoband, Lord Curzon, Morley-Minto Reforms, Partition of Bengal, Purdah, Swadeshi, Swaraj, Vivekenanda*



Tuesday, October 23, 2018 – In-Class Midterm Exam

- **Prepare** for our in-class midterm exam. The exam will consist of a short term-identification section, with items selected from the terms listed above, and a short-essay section. You will choose three out of five terms to identify and place into context (somewhere around a paragraph or writing), and one of two more expansive essay questions to answer in the form of a multipage essay. The exams will be returned to you for your review at the end of class no later than the end of class on Tuesday, October 30.
- **Come** to office hours if you have questions in advance of the exam; I do not discuss exam-related matters by e-mail.

Thursday, October 25, 2018 – Mohandas Gandhi and Indian Nationalism in the 1920s

- **Read** chapters twelve and thirteen of Bose and Jalal’s *Modern South Asia*, “Colonialism Under Siege: State and Political Economy after World War I,” and “Gandhian Nationalism and Mass Politics in the 1920s”
- Watch Mohandas K. Gandhi’s first filmed interview (first aired on Fox News Movietone on April 30, 1931), available online at <https://youtu.be/dpjBWw5w444>.
- **Consider** some of Gandhi’s earlier writing in *Hind Swaraj*, taken from *Sources of Indian Tradition*: “Hind Swaraj and the Proper Relationship Between Means and End,” “Hindu-Muslim Tension, Its Cause and Cure,” and “Untouchability and Swaraj” (SOIT 345-363). How does

Gandhi view Western civilization? How does he view Indian civilization? Is this a political document, a philosophical one, or something of both?

*Terms to know:*  
 Bhagat Singh, Chauri Chaura, Ghadr Movement, Hartal, Hind Swaraj (1909), Jallianwallah Bagh, Khilafat Movement, Lucknow Pact,

Mohandas Karimchand Gandhi, Non-Cooperation Movement (I), Non-Cooperation Movement (II), Purna Swaraj, Roulette Acts, Salt March



Tuesday, October 30, 2018 – The Great Depression and World War II in India

- **Read** chapters fourteen and fifteen of Bose and Jalal’s *Modern South Asia*, “The Depression Decade: Society, Economics and Politics,” and “Nationalism and Colonialism during World War II and its Aftermath: Economic Crisis and Political Confrontation”
- **Watch** the short, Hindi-language film “Famine in India,” produced by the Eastern India Film Advisory Board around 1945, available online at <https://youtu.be/QI6qg1ERmGE>. Who was the intended audience for this film? What images are most striking to you in this film? What British figures do we see in this film, and what are they doing?

*Terms to know: Azad Hind Fauj / Indian National Army, B.R. Ambedkar, Bengal Famine (1943), Bombay Plan, Cripps Mission, “Dilli Chalo,” Government of India Act (1935), Great Depression, INA Trials, Poona Pact, Quit India Resolution, Royal Indian Navy Mutiny, Subhas Chandra Bose, World War I*

Thursday, November 1, 2018 – “Communalism” and the Call for Pakistan

- **Read** “The Struggle for Muslim South Asia,” taken from Anatol Lieven’s *Pakistan: A Hard Country* (Allen Lane, 2011).
- **Consider** the following short selections from *Sources of Indian Tradition*: Muhammad Iqbal’s “A Separate State for Muslims Within India” (488-491), Choudhary Rahmat Ali’s “Fatherland of the Pak Nation” (494-496), and Muhammad Ali Jinnah’s “Hindus and Muslims: Two Separate Nations” (500-503). What do these Indian Muslims mean when they speak of a Muslim “nation?” What earlier thinkers are they referencing? Do they have a specific territory in mind for Indian Muslims?
- By 5:00 PM, please **e-mail** to the instructor your **annotated bibliography**. Please include at least three scholarly, peer-reviewed articles on your subject, two scholarly books on your subject, and one popular or journalistic accounts on the subject. For each item, summarize the main argument the author is making, and how that argument might contribute to your own research project. Consider identifying who the author is, and how the article or book you are citing fits into their larger body of research.

*Terms to know: 1945-1946 Elections, 1946 Cabinet Mission, Choudhry Rahmat Ali, Jawaharlal Nehru, Muhammad Ali Jinnah, Muhammad Iqbal, Muslim League, Pakistan, Shima Conference, Two nation theory*

Tuesday, November 6, 2018 – Independence and Partition

- **Read** chapter seventeen of Bose and Jalal’s *Modern South Asia*, “1947: Memories and Meanings.”
- **Explore** the *1947 Partition Archive* online at <http://www.1947partitionarchive.org>. Consider some of the migration routes taken, read through a few of the life stories detailed here, and play a few of the videos with Partition refugees and survivors.

*Terms to know: Abducted Women, Direct Action Day / Great Calcutta Killing, Hyderabad, Kashmir, Line of Control, Lord Mountbatten, Nathuram Godse, Partition, Radcliffe Line, “Tryst with Destiny”*

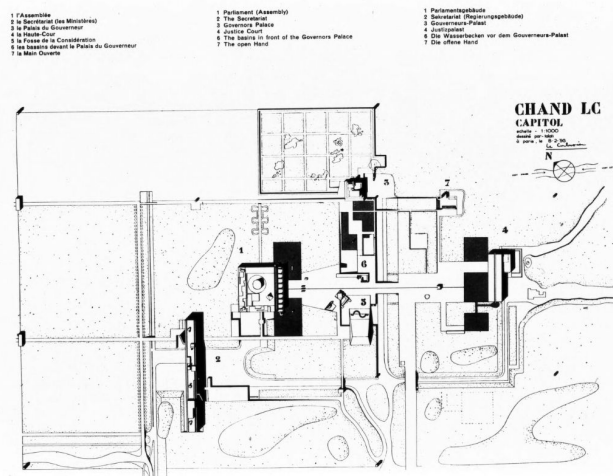
Thursday, November 8, 2018 – The World’s Largest Democracy

- **Read** the prologue (“Unnatural Nation”) and chapter eight (“The Biggest Gamble in History”) of Ramachandra Guha’s *India After Gandhi*.
- **Browse** the *Arch Daily* blog’s presentation of the original 1951 master plans (see below) for the modernist city of Chandigarh, at <http://www.archdaily.com/806115/ad-classics-master-plan-for-chandigarh-le-corbusier>. Without reading further, what do these schemes suggest about the ideas animating India’s first decade of independence?

- **Explore** the Evolution of the Indian Constitution web app at created by the Indian newspaper the *Hindu*, online at <http://constitution-of-india.pykih.com>. What seem to be the biggest themes or concerns of the Indian constitution – by most accounts, the world’s largest?

*Terms to know: Chandigarh, Communist Party of India, Constituent Assembly, Five Year*

*Plans, Linguistic Reorganization, Lok Sabha, Planning Committee, Potti Sriramalu, Republic Day, reservations, Scheduled Castes and Tribes (Dalits), secularism, “Socialist Pattern of Society,” Zamindari abolition*



Tuesday, November 13, 2018 – Pakistan and the Birth of Bangladesh

For this session, there is a choice of assignments:

- **Read** Anatol Lieven’s “The Struggle for Muslim South Asia,” in his *Pakistan: A Hard Country* (Allen Lane, 2011), or Jane Perlez’ “Portrait of Jinnah,” from the autumn 2010 issue of *Granta* on Pakistan.

- Either **read** the three chapters on the birth of Bangladesh in Willem van Schendel’s *A History of Bangladesh* (Cambridge University Press, 2009), “Pakistan Experiment,” “Pakistan Falls Apart,” “Armed Conflict,” and “A



State is Born”; or **watch** *The Bangladesh Story*, a 60-minute documentary directed by Faris Kermani in 1989, at <https://youtu.be/0S-FDCzwXUI>.

*Terms to know:* Awami League, Bangladesh Famine (1974), Basic Democracies, Bengali Language Movement, East Pakistan, Hudood Ordinance (1979), Rana Factory collapse, Sheikh Mujibur Rahman, Six-Point Program, Yahya Khan, Zia-ul-Haq, Zulfikar Ali Bhutto

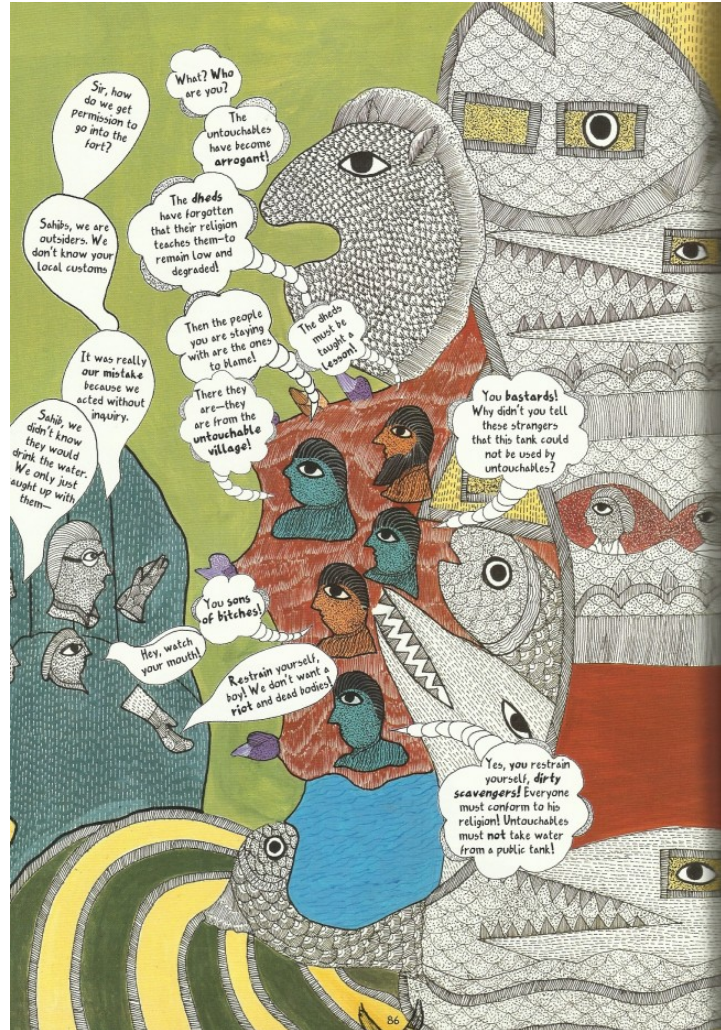
Thursday, November 15, 2018 – Poverty and Development in Modern India

- **Read** cartoonist Joe Sacco’s short comic, “Kushinagar,” taken from his collection entitled *Journalism* (Metropolitan Books, 2012).
- By 5:00 PM, please **e-mail** to the instructor your 1000-word project overview and historical background; as well as your revised and updated annotated bibliography. You are welcome to make use of material from your initial brainstorming exercise, provided that it is substantively revised after conversations with the instructor.

*Terms to know:* Bangalore, Bhoodan, Bhopal Union Carbide Disaster, Community Development, Emergency, “Garibi Hatao,” Green Revolution, “Hindu Rate of Growth,” Import Substitution, Indira Gandhi, Jayaprakash Narayan, License Raj, Manmohan Singh, Naxals, NRIs, Rajiv Gandhi, Structural Adjustment, Swatantra

Tuesday, November 20, 2018 – The Silent Revolution and the Saffron Wave

- Our readings will focus primarily upon the experience of caste and politics in twentieth-century in India; in class, we will explore the intersections between these topics and religious life.
- **Read** Arundhati Roy's essay, "The Doctor and the Saint," which is the introduction to a new edition of B.R. Ambedkar's *The Annihilation of Caste*.
- **Read** the selection from Gond artists Subhas Vyam and Durgabai Vyam's *Bhimayana: Experiences of Untouchability* (Navayana, 2011). Why would the authors pick this particular style (at right) to illustrate the life of B.R. Ambedkar?
- Consider these two interpretations of untouchability and Dalit experience in modern India.



Is caste in India analogous to race in the United States?

- Come to class with **five printed** copies of the project overview and historical background and revised and updated annotated bibliography that you e-mailed to the instructor on Thursday afternoon.
- Over break, **read and mark up** the draft research proposals you will receive at the end of class. For each proposal, find one thing that the proposal does well, and three things that could use some substantive improvement. Please e-mail your written comments to your peers, cc'ing the instructor, by 5:00 PM on Monday, November 26, 2018.

*Terms to know: Ahmedabad, Ayodhya, BJP (Bharatiya Janata Party), Hindu Mahasabha, Janata Dal, Jarnail Singh Bhindranvale, Kashmiri Pandits, Khalistan, Mandal Commission, Operation Bluestar, Other Backward Castes, Reservations, RSS (Rashtriya Swayamsevak Sangh), Scheduled Castes / Tribes, V.D. Savarkar*



Tuesday, November 27, 2018 – Peer Review Session

- We will break into small groups to **discuss** the draft proposals that you peer-reviewed over Thanksgiving break. Bring the marked-up copies of the draft proposals you reviewed to class with you to distribute back to your peers.

Thursday, November 29, 2018 – South Asians in the World and the World in South Asia

- **Watch** the short clip from Aziz Ansari’s *Live at Madison Square Garden* special (Netflix, 2015), available online at <https://youtu.be/JbCnmULw54g>.
- **Listen** to the “African Sounds of the Indian Subcontinent” episode of the *AfroPop Worldwide* podcast (first aired 2013) at <http://www.afropop.org/8504/african-sounds-of-the-indian-subcontinent>, and look at the photo essay on Africans in India.
- **Read** chapter five, "Bengali Harlem," of Vivek Bald's *Bengali Harlem and the Lost Histories of South Asian America* (Harvard University Press, 2013).

*Terms to know: desi, Fiji, coolie, non-resident Indian (NRI), overseas citizen of India, diaspora*



Tuesday, December 4, 2018 – The Creation of an Indian Popular Culture

- **Read** chapter thirty of Ramachandra Guha’s *India After Gandhi*, “A People’s Entertainments.”
- **Listen** to a few of the top Bollywood tracks available online via India’s answer to Spotify, Saavn, <http://www.saavn.com>. What do you notice about the styles of music? What instruments are being used? Pick one that you like and find out what movie it came from. What is this movie about, and how has it fared with audiences in India and overseas?

*Terms to know: Bollywood, Dilwale Dulhaniya Le Jayenge (DDLJ), masala film, Mother India, Raj Kapoor, Shahrukh Khan, Sholay*

Thursday, December 6, 2018 – Proposal Panel Judging Session

- **Prepare** a three-minute, spoken introduction to your project – you may use up to a single notecard for notes. We will, as a class, judge which four proposals we would “fund” for a year; we will have snacks and there will be prizes for the winners.

Tuesday, December 11, 2018 Make in India?: The Future of the World's Biggest Democracy

- **Read** the *Economist's* special report on contemporary India (June 24, 2017).

*Terms to know: Narendra Modi, Terms to know: Aam Aadmi Party, Indian general election of 2014, Mahatma Gandhi National Rural Employment Gurantee Act (NREGA), "Make in India," Narendra Modi, Swachh Bharat,*

*Final Exam Date TBA*

**List of important terms (pre-Midterm):** *Adi Granth / Guru Granth Sahib, Age of Consent Rule, Ahimsa, Akbar, Alexander the Great, and Brahmaputra Rivers, Arya Samaj, Ashoka (“Ashoka the Great”), Aurangzeb, Awadh / Oudh, Babur, Bal Ganghadar Tilak, Battle of Buxar (1757), Battle of Plassey (1764), Bengal Renaissance, Bhadrakol, Bhakti, "Black Hole of Calcutta", Bombay, Brahmins, Brahma Samaj, British “Residents,” Lord Cornwallis, Buddha, Buddhism, Calcutta, Calpih, Caste, Chachnama, Communalism, Conquest of Sindh, Cow Protection Movement, Crown Raj, Dadabhai Naoroji, (the Marquis of) Dalhousie, the Deccan, decentralization / decline debate, Delhi Sultanate, Deoband, Din-i-Illahi, Diwani, Doctrine of Lapse, "Drain of Wealth" theory, Dravidian languages, East Indies, English East India Company, "factories," Fatehpur Sikri, Five Pillars of Islam, Ganges, Government of India Act (1858), Great Rebellion / Great Mutiny / First Indian War of Independence, Guru Nanak, Harappa and Mohenjo-Daro, Hill Stations, Himalayas, Indentured Indian Labor, Indian Civil Service, Indian National Congress, Indo-Aryan Civilization, Indo-Aryan languages, Indo-Gangetic Plain, Indus Valley Civilization, Indus, Islam, Jagat Seths, Jainism, Jaipur, James, Jizya, Jodha Bai, Kabir, Kanpur, Khalsa, Lord Curzon, Madras, Mahabharata, Mahmud of Ghazni, Marathas, "martial races," Mauryan Empire, Meerut, "Military Fiscalism," Minute on Education (1835), Morley-Minto Reforms, Mughals, Muhammad, Nawab, opium, Partition of Bengal, Permanent Settlement (1793), proto-Indo-European culture, Purdah, Quran, Raj, Rajputs, Ramayana, Rammohan Roy, Rig Veda, Robert Clive, Rock edicts / Pillars of Ashoka, Royal Asiatic Society of Bengal, Sati, Sayyid Ahmad Khan, Sepoys, Shah Jahan, Shah Waliullah, Shia, Shudras, Sikhism, Sir William Jones, Siraj-ud-Daula, Somnath Temple, Subsidiary Alliance / Princely State, Sufism, Sunni, Surat, Swadeshi, Swaraj, Taj Mahal, The Discovery of India, the Gupta Empire, Thug / Thuggee, Tipu Sultan, Ummah, Vande Mataram, Vedas, Vedic sacrifice ritual, Vivekananda, Warren Hastings, William Bentinck, Young Bengal, Zamindar*

**List of important terms (post-Midterm):** *1945-1946 Elections, 1946 Cabinet Mission, Aam Aadmi Party, Abducted Women, Ahmedabad, Awami League, Ayodhya, Azad Hind Fauj / Indian National Army, B.R. Ambedkar, Bangalore, Bangladesh Famine (1974), Basic Democracies, Bengal Famine (1943), Bengali Language Movement, Bhagat Singh, Bhoodan, Bhopal Union Carbide Disaster, BJP (Bharatiya Janata Party), Bollywood, Bombay Plan, Chandigarh, Chauri Chaura, Choudhry Rahmat Ali, Communist Party of India, Community Development, Constituent Assembly, coolie, Cripps Mission, desi, diaspora, "Dilli Chalo," Dilwale Dulhania Le Jayenge (DDLJ), Direct Action Day / Great Calcutta Killing, East Pakistan, Emergency, Fiji, Five Year Plans, "Garibi Hatao," Ghadr Movement, Government of India Act (1935), Great Depression, Green Revolution, Hartal, Hind Swaraj (1909), Hindu Mahasabha, "Hindu Rate of Growth," Hudood Ordinance (1979), Hyderabad, Import Substitution, INA Trials, Indian general election of 2014, Indira Gandhi, Jallianwallah Bagh, Janata Dal, Jarnail Singh Bhindranwale, Jawaharlal Nehru, Jayaprakash Narayan, Kashmir, Kashmiri Pandits, Khalistan, Khilafat Movement, License Raj, Line of Control, Linguistic Reorganization, Lok Sabha, Lord Mountbatten, Lucknow Pact, Mahatma Gandhi National Rural Employment Gurantee Act (NREGA), "Make in India," Mandal Commission, Manmohan Singh, masala film, Mohandas Karimchand Gandhi, Mother India, Muhammad Ali Jinnah, Muhammad Iqbal, Muslim League, Narendra Modi, Narendra Modi, Nathuram Godse, Naxals, Non-Cooperation Movement (I), Non-Cooperation Movement (II), non-resident Indian (NRI), NRIs, Operation Bluestar, Other Backward Castes, overseas citizen of India, Pakistan, Partition, Planning Committee, Poona Pact, Potti Srimamalu, Purna Swaraj, Quit India Resolution, Raddiffe Line, Raj Kapoor, Rajiv Gandhi, Rana Factory collapse, Republic Day, reservations, Reservations, Roulette Acts, Royal Indian Navy Mutiny, RSS (Rashtriya Swayamsevak Sangh), Salt March, Scheduled Castes / Tribes, Scheduled Castes and Tribes (Dalits), secularism, Shahrulkh Khan, Sheikh Mujibur Rahman, Shima Conference, Sholay, Six-Point Program, "Socialist Pattern of Society," Structural Adjustment, Subhas Chandra Bose, Swachh Bharat, Swatantra, "Tryst with Destiny," Two nation theory, V.D. Savarkar, World War I, Yahya Khan, Zamindari abolition, Zia-ul-Haq, Zulfikar Ali Bhutto*